DOCUMENT RESUME

ED 147 998 EA 010 199

AUTHOR Eastabrook, Glen; And Others
TITLE Bayridge Secondary School: A Case Study of the Planning and Implementation of Educational Change.
INSTITUTION Ontario Dept. of Education, Toronto.
PUB DATE 77
NOTE 326p.
AVAILABLE FROM OISE Publication Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($4.00)

EDRS PRICE MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS Case Studies; Community Attitudes; *Community Involvement; Educational Alternatives; Educational Change; *Educational Planning; Parent Participation; *Program Development; *Program Planning; School Planning; School Statistics; Secondary Education; *Secondary Schools; Student Participation; Tables (Data); Teacher Participation
IDENTIFIERS Ontario

ABSTRACT

This is an account of the planning and implementation processes of a new secondary school (Bayridge Secondary School), located in a suburban area of a medium-sized city in Ontario, Canada. This report traces the planning and development of the school's goals, which included involvement of the entire school community, from 1970 through 1974. The analysis is based on a varied data base, which included examination of reports, attendance at planning events, interviews with key individuals, and questionnaires tapping parent, teacher, and student opinion. In examining implementation, the researchers looked at four specific innovative aspects of the Bayridge program and their implications for those concerned about implementing similar programs in their own schools: (1) the flexible structure, (2) the flat administrative and organizational structure, (3) community involvement in planning, and (4) the emphasis on student responsibility. On the basis of their examination of Bayridge, they identify a number of the elements of a partial theory of planning and implementation of educational change. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED147998

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BAYRIDGE SECONDARY SCHOOL: A CASE STUDY OF THE PLANNING AND IMPLEMENTATION OF EDUCATIONAL CHANGE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ontario Ministry
of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Principal Investigators
GLEN EASTABROOK
MICHAEL FULLAN

JULIA CLIFFORD
DONNA LOUNSBURY
NANCY HOOD
SUSAN WISMER-BEAHEN
NORM NURMI

EA 010 199

This research project was funded under contract
by the Ministry of Education, Ontario

© The Minister of Education, Ontario, 1977
Queen's Park
Toronto, Ontario

Originally submitted to the Ministry of Education, Ontario, as part of contractual research under the titles Bayridge Secondary School: A Case Study of the Planning and Implementation of Educational Change, Volume 1, Planning, September 1974, and Bayridge Secondary School, A Case Study of the Planning and Implementarion of Educational Change, October 1975.

Printed by The Ontario Institute for Studies in Education

Additional copies may be ordered from:

The Ontario Institute for Studies in Education
Publications Sales
252 Bloor Street West
Toronto, Ontario
M5S 1V6

or from:

The Ontario Government Bookstore
880 Bay Street
Toronto, Ontario
M7A 1L2

Record Number ON00689

1 2 3 4 5 XX 18 08 97 87 77

Abstract

This is an account of the planning and implementation processes of a new secondary school, initially seen by its originators as an educational complex to meet the needs of the people in the area in which it was to be situated. The report traces the planning and development of the school's goals from 1970 to 1974. Goal formation in three realms, "technological," "philosophical," and "organizational," is explored and the roles of relevant individuals and committees are examined in relation to this process. The implementation phase extends from September 1974 to June 1976.

The analysis and description rest on a varied data base, which included the examination of relevant reports and documents, attendance at planning events, and interviews with key individuals. The school opened in September 1974 at the Grades 9-10 levels with 260 students and 18 teaching staff. The following September it extended to grade 11 with 375 students and 33 teaching staff.

The report also includes the results of empirical studies of the school's three constituencies -- students, parents, and teachers. These studies, conducted through the use of questionnaires and interviews, attempted to look at the expectations of constituencies regarding the school. These measures were administered in each case as soon as the relevant individuals were identified, and before the opening of the school.

The general time sequence can be summarized as follows:

Planning

Phase I - February 1970 - August 1973
Work by Planning Committee

Phase II - September 1973 - August 1974
Principal is hired and plans school

Implementation

First Year of Operation

Phase I - September 1974 - December 1974
School Opens in Temporary Quarters

Phase II - January 1975 - August 1975
School Opens in New Building

Second Year of Operation

- September - 1975 - June 1976
First Full Year in New School

The major emphasis in this paper is on the documentation and analysis of what happened during the planning phases (I and II) and the first year of implementation. This provides us with an understanding of how planning was carried out, and how particular aspects shaped subsequent implementation. The data on implementation show clearly how planning did not relate very effectively to subsequent events, and allow us to raise several issues about the relationship between planning and implementation.

Acknowledgments

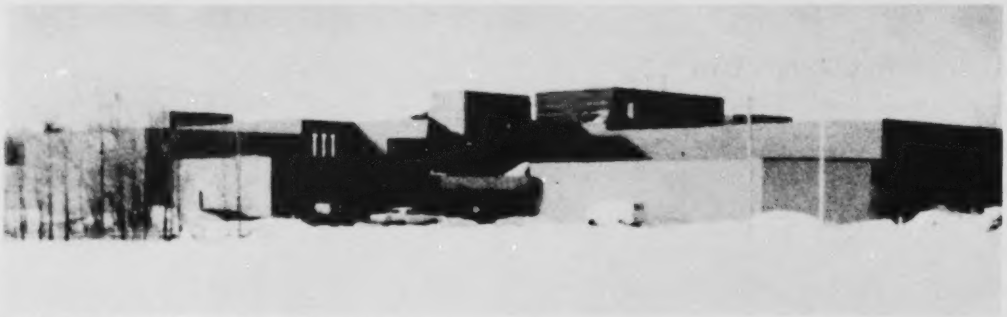
This study has been funded through an Ontario Ministry of Education contract. We would like to thank the Ministry supervisory officials who helped in developing the scope and design of the study, and who provided consultative and supervisory services by making suggestions at all stages for improving the project.

We also wish to thank Mr. Bolton Slack, Director of the Frontenac County Board of Education, the senior supervisory staff, particularly Mr. Bruce Mather and Mr. John Murphy, and the Board trustees, for their support and cooperation.

We extend a "Thank you" to the Bayridge school community - the staff, students, and parents - for their cooperation in providing us with information, and to the school committees which continually helped us in the gathering of information.

A special thanks is due to Bob Joyce, the Principal of Bayridge, who allowed us complete access to information required for the study and spent countless hours discussing the school with us. His openness, patience, and good temper with researchers continually peering over his shoulder and asking questions was remarkable.

Finally, we would like to thank Norman Nurmi for his continual forbearance and understanding in typing the manuscript, and Carolyn Mitchell for her contribution in typing some sections of the initial draft of the report.



Bayridge Secondary — the main entrance

The Resource Centre

Students working
in the Resource Centre

Contents

Abstract iii

Acknowledgments v

I Introduction 1

II The Evolution of Bayridge Secondary School 7

Analytical Framework 7
Planning 10
- Phase I 10
- Phase II 27

III The Pre-Opening Perspective 49

The Students' Perspective 49
- Methodology 49
- Findings 51

The Parents' Perspective 77
- Methodology 77
- Findings 79

The Staff Perspective 104
- Formal Structure 104

IV From Planning to Implementation 117

- Implications of the Planning Phase 125

V Implementation 128

Overview of the First Year 128
Methodology 131
Flexible Structure 134
Flat Organizational Structure 147
Community Involvement 157
- Student Perspective 177
- Staff and Administrative Perspective 182

Student Responsibility 188
- The Student Role in the Classroom 191
- The Student Role in the School as a Whole 206
- Student Perceptions of the Bayridge Program 212

VI Bayridge in Retrospect 220

- Planning Phase I 223
- Planning Phase II 224
- The Things We Cannot Change 225

Appendix A

Chronological Description of Main Events in Planning and First Year of Operation of Bayridge Secondary School 1970 - June 1975 239

Appendix B

Student Questionnaires 249

Appendix C

Parent Questionnaires 287

Appendix D

Interview Schedule for Bayridge Staff: March 7th, 1975 307

Appendix E

The Sharing of School Accommodations - Some Implications 311

Bibliography 315

FIGURE

A Paradigm for the Analysis of Change 3

TABLES

Chapter III

1. Students Educational Aspirations 61
2. Educational Aspirations of Elementary Vs. Secondary School Students 61
3. Importance of Skills 62
4. Importance of Skills by Educational Aspirations 63
5. Student Impression of Teacher Role 64
6. Elementary Vs. Secondary Students' Perceptions of Teacher Role 65
7. Male Vs. Female Students' Perceptions of Teacher Role 66
8. Student Impression of Guidance Role 67
9. Student Role in Decision-Making in General 68
10. Elementary Vs. Secondary School Students' Opinions about General Student Roles in Decision-Making 68
11. Personal Involvement of Students in Decision-Making 69
12. Personal Involvement of Secondary Vs. Elementary School Students in Decision-Making 69
13. Personal Involvement of Male Vs. Female Students in Decision-Making 70
14. Elementary Vs. Secondary School Student Perceptions of the Role of Parents and Other Adults 71
15. Student Perceptions of the Role of Parents and Other Adults 72
16. Elementary Vs. Secondary School Students' Perceptions of the Role of Parents and Other Adults (Decision-Making) 72
17. Student Perceptions of the Role of Their Own Parents and Other Adults 73
18. Students' Preferred Learning Style 74
19. Elementary and Secondary School Student Responses Indicating Preferred Learning Style 74
20. Time the Students Heard about the New School 74
21. Students' Source of Information 75
22. Sources of Information for Elementary and Secondary School Students 75
23. Parents/Student Communication about School 76
24. Students' Questions about High School 76
25. Parents' Involvement in Childrens' Present Schools 93
26. Decision-Making Concerning School Matters (Goals and Objectives) 95
27. Decision-Making Concerning School Matters (Rules and Regulations) 95

28. Decision-Making Concerning School Matters (Grading and Reporting) 96

29. Decision-Making Concerning School Matters (Course and Methods) 96

30. Decision-Making Concerning School Matters (Courses and Methods) 97

31. Decision-Making Concerning School Matters (Extra-Curricular Activities) 97

32. Parent Interest Regarding Involvement in Decision-Making 98

33. Parent Involvement at Bayridge 99

34. Parent Contacts in the School 99

35. Present Knowledge Concerning Bayridge Secondary School 100

36. Original Sources of Information 100

37. Main Source of Information 101

38. Parents' Perceptions of Bayridge Secondary School 102

39. Satisfaction with Information 103

Chapter V

1. Students' Feelings Regarding Open-Area Classrooms 137

2. Students' Perceptions of Freedom at Bayridge as Compared to Other Schools 137

3. Area Preferred by Students for Free Period 137

4. Students' Perception of School Spirit in the New Building 138

5. Student Opinion Regarding Vandalism of School Building 138

6. Students' Perceptions of Change Since Move to the New Building 139

7. Student Use of the Resource Centre 139

8. Telephone Contact 161

9. Visits to the School 161

10. Feelings Concerning Initiation of School Contact 162

11. Parent Satisfaction with Amount of Information Received from School 164

12. Parent Desire for Involvement in Student Problem Areas 166

13. Parent Desire for Future Involvement with the School 169

14. Parents' Satisfaction with the School 171

15. Parent Opinion Concerning Student Influence in School Matters 173

16. Parent - Student Communication 174

17. Parent Opinion Concerning Student Satisfaction with School 174

18. Student Opinion of Parents' Satisfaction 178

19. Student - Parent Communication 178

20. Community Members in the Classroom 180

21. Community Members in the Office/Resource Centre 180

22. School Open to the Community 180

23A. Students' Perceptions of Self and Peer Expectations and Priorities: November 1974 193

23B. Students' Perceptions of Self and Peer Expectations and Practices: April 1975 195

24A. Students' Perceptions of Factors Affecting Classroom Teacher's Supportiveness and Approachability: November 1974 199

24B. Students' Perceptions of Factors Affecting Classroom Teacher's Supportiveness and Approachability: April 1975 202

25A. Students' Perceptions of Open Concept Issues: November 1974 207

25B. Students' Perceptions of Open Concept Issues: April 1975 209

26. Students' Perceptions of the Guidance Counsellor Role: April 1975 215

27. Students' Perceptions of the Principal: November 1974 217

I introduction

This report analyzes the planning and implementation of a new secondary school in Ontario which emphasizes student, teacher, and parental participation in developing programs designed to meet their needs.

The project began in September, 1973 -- one year prior to the opening of the school. Thus, unlike most case studies, this report examines first hand much of the planning or pre-opening activities of the school. The description of planning events covers the period from 1970 to 1974. Our intention is to analyze these planning events with a view to describing them, and with a view to linking them later to problems of implementation. Throughout the report, but particularly in Chapter IV, From Planning to Implementation, we identify possible problems of implementation. In the second part of the study -- the first year of implementation -- we follow through the analysis to determine how issues of early implementation contributed to the evolution of the school program. The report then constitutes an analysis of the planning of the new school and the implementation of its program during the first year of operation.

We began our study with two major objectives. One was to document and analyze the evolution of a community-centred school complex. The second was to develop mechanisms whereby continuous feedback might be provided to the appropriate planning groups. These objectives were based on two premises. The first is that underlying the success of any alteration to or modification of the conventional way of doing things, is the degree to which the users (the students, parents, teachers, administrators) understand and accept the goals of the new approach. The second is the need for the various users to understand and accept the means or ways (e.g. the school's program) which have been provided to attain these goals. Our aim, then, has been to provide a systematic account of the dynamics of the processes involved in the planning of a new school and its program. Of particular interest has been the fact that, throughout the planning phase, there was an attempt by the planners to take into account the ideas and reactions of the school's constituent groups, (administration, teachers, staff, students, parents, central administration, trustees).

The school is located in a rapidly growing suburban area of a medium-sized Ontario city. The student population is drawn from middle to upper-middle class families from the immediate surroundings, as well as from rural and working class families in nearby communities. In its first year of operation, the school had a student population of 260 in grades 9 and 10. With each subsequent year a new grade was to be added. In 3 years time the school was expected to have a grade 9-13 program and an optimum enrolment of 820.

The school and its programs are interesting from several perspectives. In the early stages of its inception, the school program was planned to provide for participation not only by teachers but by parents and students as well. The building itself was designed for optimum flexibility in accommodating different types of learning environments. Administratively, there was a flat staffing structure, i.e., no vice-principal or department heads. The centrality of the student in the learning experience was to be emphasized. Parents were to become highly involved in the program. The curriculum was to be developed by staff and to include experimentation, although it would start in a relatively conventional way.

One feature of the study has been the close liaison among representatives from four levels of education. The four groups were: (1) the local school (the principal); (2) the Regional Ministry of Education (Program Consultant in Senior Education and Community School Consultant); (3) the Central Ministry of Education (Community Educational Officer); and (4) the researchers. While the researchers assumed the major responsibility in proposing instrument formats and took responsibility for the final draft of each instrument, representatives from the other groups (including teaching staff representatives at the time of the implementation stage and student representatives in the last year of the implementation) all played an active part in elaborating, refining, and modifying each instrument.

Schematically, our orientation in data gathering is represented in Figure 1: A Paradigm for the Analysis of Change. The vertical axis depicts the temporal stages or phases through which a given set of events evolves; the horizontal axis suggests the dynamics or process components at each stage.

Figure 1: A Paradigm for the Analysis of Change

	DYNAMICS		
	Social Forces (demographic, economic values) (supporting and impeding)	Social Roles (people, their positions, interrelationships)	Strategies (source, intent and consequence)
Planning Phase 1: Problem Identification or Goal Statement 1969-1973			
Planning Phase 11: Operationalizing the Problem/Goal 1973-1974			
Implementation 1974-1975+			
Outcomes 1975+			

Let us first examine the dynamic or process component. Our position is that the members of a given community, at any specific time, exist among a number of social forces or pressures, some of which tend to impede change, others to promote it. Societal values (e.g. community perceptions of what is desirable regarding, for example, technological progress, industrialization, human benevolence, individualism, societal equality, economic growth), economic conditions (e.g. availability of money, tax bases, long and short term resource forecasts), demographic conditions (e.g. population growth or movements, age cohorts, available technologies) are examples of such social forces. People in the community act and interact more or less in accordance with what we call social roles. That is, they occupy positions which through time have come to entail rather specific responsibilities and privileges. For example, the people of the community have a number of common expectations related to the performances of their director of education, a school board trustee, the school principal, a student. At any given time, there may well be certain differences of opinion on the parts of both the persons occupying the roles and those observing them. These differences may result in proposals or plans to change the situation. The outcome or consequence of a given plan will be affected by the various social forces, the people in the particular situation, and the scope of the particular strategy itself.

In the documentation and analysis of planned change and its implementation, we identify four conceptually distinct stages. The first stage involves the formulation of the problem or goal. At this point, because of shifts or changes (both real and/or perceived) in the social forces, tensions or new needs develop. Because of their positions, and no doubt because of personal attributes, various people in the community become involved in an exploration of how these tensions may be resolved or how new needs may be met. (What must be done when a small community begins to triple in population? What should be the nature of educational facilities and programs?) After the problem has been identified and rather general goals have been formulated, the next stage is the working out of the program, the actual or operational ways of alleviating the problem or reaching the goal. The third and fourth stages occur when the plan is put into practice (implemented) and is evaluated in light of its outcomes.

At each stage, we attempted to devise instruments which could be used to gather data to enable us to identify or to understand the critical forces, the dynamics underlying them, and their interrelationships, which led to the development of Bayridge Secondary School and its program.

Again, because we contend that those in a given situation need to understand it before they can work or act most effectively, we have attempted to involve representatives from the relevant constituent groups as we devised instruments for gathering the data needed to analyze their situation. These data will make us more sensitive to identifying and understanding the critical forces, the dynamics underlying them and the relations among them which affected the implementation of the Bayridge S.S. program.

Because we hope that our methodologies will provide means for school people to assess their own situations, we have not developed instruments which yield only 'hard data' (the sort of data used in conventionally rigorous hypothesis testing and statistical analysis). Accordingly one might describe our approach as a multi-methodological one. For example, data were gathered through content analysis of committee and board meetings and reports and newspaper accounts. Observational techniques were used as well. Both participant observers and non-participant observers[1] gathered data following the paradigm. One school staff member, the principal,[2] participated in an international management training course which used a case study approach to improve abilities of observation and analysis in the processes of planning and implementation. The content analysis data and the participant observer data were supplemented through intensive interviews with key persons (including each staff member) and periodic surveys (questionnaire) of the two constituent groups (parents and students). All interviews followed basic schedules altered to fit each person's role, although persons interviewed were encouraged to elaborate all additional issues they saw as germane to the development of the school and its program. A key person was one who occupied an influential position (e.g. director, area superintendent) for the catchment area of the new school, chairpersons or leaders of planning committees, the architect and those officials responsible for community education. In addition, structured interviews were held with each member of the school staff (Appendix D) including the principal. Questionnaires were developed to gather data on parent and student perspectives (Appendices C and B respectively).

These various data form the basis for the chapters in this volume. Chapter II describes the chronology and analyzes the planning activities that started in February, 1970 and ended in June, 1974. The next three chapters report data on the attitudes of the students, parents and staff respectively to the school in the few months prior to its opening. In Chapter IV we summarize the main issues of the planning period, and anticipate the first year of implementation. We begin to identify possible relationships between planning and implementation, based on our analysis and on a small number of other research studies.

---

[1] Although when we planned and developed this technique we were unaware of the approach taken by Smith and Geoffrey (The Complexities of the Urban Classroom, 1973), we found that they also employed a similar method in their study.

[2] Bob Joyce, the principal, attended the International Management Training in Educational Change (IMTEC) Conference offered through the Centre for Educational Research in Innovation (CERI), an organization of the Organization for Economic Development (OECD).

The next part of the study, Chapter V, concentrates on the implementation phase - the opening year of the school. It begins September 1974, the start of the new school's operation, and continues through to the end of June 1976. In Chapter V we outline the various events which took place during the first year, including the period from September to December 1974, when Bayridge and another city secondary school (an established school) shared the same plant and facilities (the two school programs operated concurrently in the latter's building), and the second period (January to June 1975) when Bayridge operated in its new building. In examining implementation Chapter V also provides an account of four specific innovative aspects of the Bayridge program and their implications for those concerned about implementing similar programs in their own schools: (1) the flexible structure; (2) the flat administrative and organizational structure; (3) community involvement; (4) the emphasis on student responsibility.

In the final chapter (Chapter VI), we examine Bayridge in retrospect. We draw a number of conclusions and identify a number of the elements of a partial theory of planning and implementation. It is our expectation that this will serve as a guide for both those who are concerned about the practical aspects of education and those who are concerned about research aspects in such a context.

II The Evolution of Bayridge Secondary School

In this section of the report we will look at the setting for the school - the background of planning which led the school's development in its particular direction. We will describe and analyze the long planning process over the four years from early 1970 to the summer of 1974. During this period, ideas about and plans for the school evolved from a mere general awareness of the need for a new school to the definite and specific details of 1974, as the school was about to open its doors for the first time.

ANALYTICAL FRAMEWORK

In our theoretical framework for the analysis of change, we distinguish between several stages in the process whereby new ideas become adopted. The first of these stages, which we call 'Problem Identification', refers to the establishment of goals. Goals are ideas of what is seen as desirable -- in the case of a school, they are the stated ideals that the school should strive for and the ways in which it should do this. In our present study, this stage begins in 1970 and ends during the summer of 1974.

The second major stage in our analytical framework is 'Implementation.' This stage is reached only when the setting is occupied by those who will be involved directly with the school and its progress. In the case of Bayridge Secondary School, the implementation phase begins in September 1974 when the school starts to operate with its first students and staff. To this date, the entire four-year history of planning can be subsumed under the heading of 'Problem Identification.'

Goals vary along many dimensions: some are of a broad philosophical nature; others refer to very specific matters. In general, the goals tend to become increasingly specific as the Problem Identification phase progresses. In the case of Bayridge, the history of planning may conveniently be divided with two phases along this dimension (general vs. specific goals). Phase I is the long period of planning from the beginning when the basic ideals and long range goals about the school were formed. It is in this period that the large committee of planners worked with the architect on the building design. Phase II, goal formation, becomes more specific.

In this phase, many of those who will be directly a part of the new school become identified (area superintendent, principal, teachers, students, etc.) and details of program come under discussion.

This division of the planning process into these two phases has an analytical purpose, serving to emphasize the difference between general ideals or philosophic goals and the more specific operational objectives. In reality, however, the two phases overlap somewhat, as some very specific goals were beginning only in Phase II. Basically, however, we can refer to these two phases as being synonymous with the two types of goal formation, general and specific, respectively.

Phase I may be considered to have begun early in 1970 when the Board became aware of the need for a new school, and to have ended in the spring of 1973, when the work of the planning committee with the architect resulted in the final blueprints for the building. Planning Phase II began in the fall of 1973 and lasted to the summer of 1974. At this time the new principal, R. Joyce, occupied his position under the new area superintendent. Attention turned to details of program and to identifying the student body and the staff.

In looking into the evolution of goals in these two phases of the planning process, we must study the way that these came to be defined by the people involved in the planning process. We begin by looking at the different individuals and groups who were so involved, and study the process whereby they changed and modified the ideas or goals which resulted in Bayridge Secondary School.

The central concept in our study of this process is that of 'role'. This concept is used widely by social scientists to refer to a set of expectations about behaviour which is attached to certain positions. That is, a person's role, for example, his occupational position, such as doctor or school principal, will largely define what sorts of things he will do in that capacity. These occupational activities will be a part of the role, regardless of the particular person who occupies the role at a given time. We call these relatively unchanging expectations 'role-linked attributes.'

At the same time, each person who occupies any given role will bring to it his own expertise and personality. He will, therefore, perform the role somewhat differently from the way any other incumbent would. We call these aspects of role performance the 'person-linked attributes.'

While both aspects of each role are important determinants of the way the role will be performed, our present interest is in the second aspect or person-linked attributes. We want to study the ways in which particular individuals or groups of individuals have influenced the evolving ideas about the school. We want to look at the way these different people have filled certain standard school-related positions, such as superintendent, and how their particular style of acting out the role has influenced the planning process. In particular, we will look at a few crucial leadership roles in the history of planning. We will also examine the roles of various committees and institutions and of the different constituencies that have been involved in and affected by the evolving ideas of what the new school would be like.

The analysis and description of the planning process will be broken down into two major sections, corresponding to Phase I and II. Within each phase we will look at the evolution of goals through the involvement of variety of roles. That is, we will study how the people involved in the planning process arrived at those ideas which became the plans for the school.

Within each of Phases I and II, we will examine the formation of each of three types of goals:

1) Technological Goals -- referring to the physical aspects of the school facilities, as well as to financial and technological considerations and to such related matters as bussing and school catchment area.

2) Philosophical Goals -- these refer to the long range and general goals, such as the goals of education for students and for society and to the ways in which the school should pursue these goals. These include plans for the ideal teacher and principal and statements of desirable school climate or atmosphere.

3) Organizational and Program Goals -- these are the goals related to the actual school activities such as student grouping structures, staff organization, community involvement, timetabling, etc.

Throughout the chapter an attempt will be made to refer to as many sources of actual goal statements as possible. We will be drawing on our extensive collection of interviews with most of the individuals who were involved in the planning of the school. We will also refer, from time to time, to statements made at relevant meetings, and to published statements from newspaper articles and other written documents, such as minutes of meetings and newsletters.

PLANNING

PHASE I

Initial planning started in February of 1970 with the County Board's awareness of the need for a new secondary school, and ended approximately in June 1973, as the drawings for the building were finalized and as the leadership shifted from the previous area superintendent, B. Mather, to his successor, J. Murphy, and the principal, R. Joyce (appointed April 1973). In this phase the main concern was with general plans which progressively defined the kind of school which Bayridge would be in its basic orientations, without specifying actual program details.

The factual history of the planning in Phase I may be found in the chronological appendix. To summarize briefly, in this period planning for the school started with a core committee of five individuals, organized by Area Superintendent Bruce Mather, who drew up a general outline of the plans in late 1970. At the same time, he made plans for a large, broadly representative planning committee. This larger committee, composed mainly of educators from the Frontenac system, began its work early in 1971 and had a number of meetings that spring. However, work was hindered as the Ministry and the Board, alternatively, debated the projected enrolment and, therefore, the justification for the new school. The large Academic Planning Committee finally began its work with the architect in May of 1972. Throughout the summer and fall, they continued to meet, to visit other schools, and to refine their ideas concerning the new school. They worked in five subject-oriented subcommittees, each one attempting to design the kind of physical space and facilities most suitable to their ideals of teaching their subjects. The resulting sketch plans were approved late in 1972. They continued to work on more detailed planning in 1973 and turned their final recommendations in by March. At the same time (early '73) Mather organized the new Program Planning Committee. Membership of this new committee overlapped considerably with that of the Academic Planning Committee, but had additional and extended representation from students, community members, and Ministry personnel. It was charged with planning the program for the school and met four times, mainly receiving input from guest speakers and literature distributed by Mather. Its work was suspended at this time.

The role of Area Superintendent Bruce Mather was central at this stage. He organized each of the three committees which worked on various parts of the plans and was generally seen as the driving force behind the planning process. Typical comments about him sould like this one, from a fellow Area Superintendent.

> The real push in this whole thing was Bruce Mather and if you want the originator of the dream to talk about it...see Bruce...he was the guy who was working on the overall package. Let us not kid ourselves, there has to be somebody who carries the ball to get any given job done, and the building of Bayridge Secondary was a personal dream as far as Bruce was concerned.

The initial impetus for the school was the projected growth in population leading to a need for a new secondary school. The planning for the school came to be part of Mather's role as superintendent. In this role, he initiated the planning process. It seemed to be Mather who was mainly responsible for the early vision of the school as a highly innovative and flexible place. Many of the ideas were his own.

He had a strong background of interest in educational innovation, and had been engaged for a number of years in professional activities related to this. For example, he had recently worked on OSSTF's subcommittee on the Ungraded Secondary School. A man with a definite educational philosophy, he wanted to design a new school which would offer:

> viable alternatives to some of the deficiencies of many current secondary school programs.

Although he had quite clear ideas about the new school, he nevertheless made many attempts to involve others in the planning process. It was he who was mainly responsible for the setting up of the widely representative Academic Planning Committee, and the even broader Program

Planning Committee. People who worked with Mather on these committees speak of him as being very open to suggestions, and as having many models to point to, but never forcing these ideas on them. Through a sort of 'soft' persuasion, the ideas came to be seen as having evolved through these discussions.

One member of the planning committee spoke of Mather like this.

> I was quite impressed by Bruce's comments and his philosophy. It was Bruce's directions that encouraged me to stay on with it, because his philosophy was similar to what I believed in anyway.

Mather's work with the planning committee appears to have consisted largely of suggesting models, and carrying the teachers' recommendations to the architect. The latter described the process in this way.

> We listened to all their comments and put them down. Bruce and our Architectural Design Team sat down and tried graphically to put these thoughts in schematic drawing form. They had to convince Bruce on the merits of the request, not us; we told Bruce our responsibility is to get from your mind what you think you want translated onto paper, your responsibility is to get what they want into your mind...he was responsible for the decision-making.

Mather appears to have been well liked by most of his associates and to have been considered an energetic and enthusiastic person who got things done. He was able to persuade the Board of Education about the evolving plans both by his personal charisma and by factual research. The Chairman of the Board spoke of him like this:

> This is a dynamic individual who has the nerve to try a concept of this type but is shrewd enough to have covered himself with the research to justify it. He is not saying here is something I have thought of. He is saying I have examined others, I have talked to my peers and renowned educators who endorse this kind of thing. He is not going out on a limb ... he carefully studies it ... when he came in with a recommendation it was ... Mather's personality and character that convinced everybody to go this way.

Mather, then, appears to have been highly successful in having his ideas shared and accepted by his co-planners and in carrying their joint recommendations to those who would implement them (the architects) and who would authorize them (the Board). His style of leadership and his somewhat charismatic personality combined to make him into the strong force which shaped the school's development toward its position at the time he left the County.

While Mather was the highly visible leader whom everyone acknowledged as the single most important person in the development of the plans in Phase I, a large number of other individuals had lasting and active involvement as well. It is easiest to discuss their roles in terms of those of the planning committees. Of course, some of the committee members were more influential than others, and some individuals worked on all of the committees, whereas others had only a brief involvement. Each of the committees, however, had a function and style unique to itself and their final accomplishments appear to be the result of the joint efforts of their members.

The original core committee of six which made the earliest formulations of the plans consisted of members of the Board's administration, some principals, a vice-principal and a coordinator. They met throughout the first year and drew up the document "Recommendations to the Board and Architect to Assist in the Designing of Western Secondary School". This framework set the general tone of the plans very early. The ideas in this document were to remain surprisingly stable over the next three years of planning. This document was to be submitted to the Board and to the Ministry with decreasing enrolment projections, but an unchanged basic philosophy, on a number of occasions. This initial core committee therefore, has been crucial in the development of the school, having already set down, in 1970, its basic orientation as flexibility of space, and as a total community educational-recreational complex. Its intentions for a K-13 complex have not met with success over time, but the other two main goals have certainly guided the rest of the plans. We can conclude then that the initial core committee's work stated the plans in the most general way, thereby setting the stage for the increasingly more specific planning which was to follow.

As the approval of the Board and the Ministry became more certain, the large Academic Planning Committee, composed mainly of teachers and some administrators and principals, began to work with the architect. Composed of volunteer members, this committee of approximately fifty teachers worked mainly through five subject area-oriented subcommittees. Their assignment was to design spaces which would be ideally suited to each subject area.

The work of this committee was along more specific lines. The initial ideas for the school appear to have been accepted by them as they went about designing the building which would fit the program. Members were drawn to the committee by this idea. One member described the excitement of this orientation:

> The philosophy was basically, that the curriculum concepts and the philosophy of the school should be developed and then the building should be built around them. Rather than the other way in which the building is built and then you try and fit the curriculum to it. Well, that was a most exciting concept to many people. Here you would have an opportunity to develop curriculum concepts, methodological concepts and so on, and to fit space around them.

The Academic Planning Committee's work resulted in the final drawings for the building which incorporated the flexibility of space recommended by the original core committee's document. A number of curriculum-oriented spatial innovations, such as the bear-pit in the social science area, were the results of this committee's work. However, there were no actual curriculum plans, no courses of study drawn up, no program details settled. This was to come next, as the committee became involved with ERAS and as its membership grew to include community members and students.

The third committee, appropriately named the Program Planning Committee, was organized in late 1972 and met four times in the spring of 1973. Most of the central figures of the Academic Planning Committee continued to attend, and there was additional new membership from the Bayridge Public School Community School Association, and from a number of grade eight students who would be attending the new school. This large committee's work appears, however, to have been hindered by a number of factors. Their involvement with ERAS proved unproductive, as they rejected the latter's approach after considerable discussion. Most of their time seems to have been absorbed in hearing presentations and in the ERAS discussions. Then, the principal was appointed and attended the fourth meeting. He introduced a number of new ideas, such as the planned flat organizational structure. Mather also left at this time, leaving the leadership position open for a time. The new principal, R. Joyce, indicated that he planned to meet with this committee during the following school term. For the time being, however, interest in the committee's work was lagging and no meetings were held over the period of the summer. The Program Planning Committee did not, in fact, get down to the business of designing the actual Bayridge program. Its discussions remained somewhat general and its work had not been as influential in the long run as was that of the Academic Planning Committee which had visible and lasting results in the form of the building itself.

The early work of the Academic Planning Committee appears to have been characterized by enthusiasm and excitement. Members commented about the pleasure of seeing their contributions take concrete form in the shape of changes in architectural drawings. It is undeniable that the teachers who worked on the subcommittee placed a deep and personal investment into the new school by giving of their time and energy over a long period of time. Some of them, admittedly, hoped to join the staff of the school, and were disappointed in the flat structure introduced by the principal. Many seem to have experienced a sense of loss when the architect's plans were done and the plans for the school seemed to slip out of their hands. Despite this apparent decline in their power, (this turned out to be real, as we shall see in the discussion of Planning Phase II) committee members looked back on their earlier work with pleasure. One member had this to say:

> It was a pleasure to see the kinds of shapes that emerged from that building. I think when it opens, many members of the committee will be there just to take a look at it. I have driven by the thing a few times looking at the hole in the ground! The people are still excited about the building and what it can offer.

The above committees, with Mather as the crucial guiding figure, appear to have been the main forces in the shaping of plans during Phase I. As Phase I ended, a large number of ideas about the new school appeared firmly established. We will now look at how these goals emerged through the work of the individuals in crucial roles. The development of each of three types of goals -- Technological, Philosophcal, and Organizational - will be explored in turn.

Technological Goals

Although a great deal of the energy spent on the planning of the school had to do with the physical facilities, this report will dwell minimally on these aspects of the planning process. The interest of this study is in the sociological factors of the planning of the school and we are interested in the technical facilities themselves only insofar as they acted as facilitators or as constraints in the achievement of certain other goals.

As with other types of goal formation, the planning of technological goals proceeded from general to specific over its history. The decisions in this area, more than in any other, are visible and somewhat permanent. The early decisions regarding facilities acted as real constraints or facilitators of later developments and had a lasting effect on the later plans and activities. This area of goal formation during Phase I resulted in a number of given facts or constraints within which the later planning had to operate. By the end of Phase I the location and size of the school were fully determined, the drawings for the building were finalized and a partial equipment list was drawn up. The financial base for the operation was already allocated. The building remained only to be built by the contractors and to be filled by the occupants who were to use it within the limitations set by the design drawn up by the earlier planners.

It was this realization -- that the building would be used for many years and even into the twenty-first century -- that prompted the original planners to emphasize flexibility of structure. A flexible building, it was argued, would be equally suited to a variety of teaching strategies and school programs.

The original proposal for the school -- the core committee's report of December 1970 -- set out the main elements of the physical design; the emphasis was to be on flexibility, so that the space could be used in an 'open' or 'closed' fashion as desired by the teachers. The use of moveable partitions was recommended in all possible parts of the building. The heart of the school was to be a large resource centre. The projected enrolment at that time was 1,200 in grades nine to thirteen, and 300 to 400 in grades seven and eight. The report gave initial descriptions of all of the main areas of the school, including the resource centre, academic areas, a 'performing arts complex,' home economics, art, gymnasia, office and student lounge, and an audio-visual room.

The early discussions about the school during the first few meetings of the Academic Planning Committee were dominated by the vision of a large school with a full complement of fifty to sixty staff members. The possibilities seemed to be wide open, with few constraints:

> The committees were left to devise our own concepts.
> The sky was the limit. We were talking about patios...

> with olive trees if you wanted outside...in the History section, so people could walk in the garden...There were no limitations placed on the committee in that sense.

The architect was appointed that spring, and the decision to purchase the school site adjacent to Bayridge Public School was made. The committee's work with the architect, however, was hindered by some financial considerations. The Ministry of Education judged the enrolment projections to be inflated and would not accept the need for as large a school as the original planners had foreseen. After some debate, with the Board hesitating as well, the decision to proceed was finally made. The approved plans cut down the school's size from 1,200 to 850 pupil places. This began to place some limitations on the plans.

The decreased size meant fewer classrooms and therefore a loss of flexibility, as there were fewer areas with which to work. Each space or classroom area had to be justified before the Board and the Ministry and there was a period of bargaining while the school size was determined. Once this basic size was approved, the committee began working with the architect in earnest, to determine how the space would be divided into areas. From a first vision of an open concept school, the plans gradually took on a flexible, open or closed, approach:

> We said this is the type of thing we're looking for -- flexible space. We got prints of them to everybody...they made suggestions, before we got into the planning, what they thought about, whether it would work...They wanted the open space but they also wanted it enclosed. Then it became a compromise: we'll give you a soundproof partition, a visual partition.
>
> (Architect)

After considerable bargaining and many changes, the drawings were finalized. The plan called for a school accommodating 820 students in grades nine to thirteen. There had been major reductions in terms of general classroom areas from the original proposal, but the basic structure with the resource centre core remained in the plans.

The school was to be a two storey structure with concrete block walls and few windows. All areas were to have air-conditioning except the gymnasium and shops and some classrooms. The second floor had four academic wings branching out from a central core. Classroom partitions were moveable and the entire structure allowed for possible further expansion.

As Planning Stage I ended, the drawings were finalized and tentative equipment lists prepared. The construction of the building would not begin for nearly a year, but the building design, its size and location, were determined and would have to be taken as given, predetermined limitations by the later planners.

Philosophical Goals

In this section we will look at the evolution of philosophical goals for Bayridge Secondary School. These goals describe the general type of school which the school ought to be, and the long range goals it should have for those associated with it. The first exploration of goals of this broad nature took place very early in the planning process. At the very first meeting of the original core planning committee of six, one of the members attempted to deal with the question of long range goals for education:

> What then should a school do?...allow students to develop into interested, responsible citizens capable of communicating with other citizens in a clear logical manner, able to question, think and reason for themselves and so equipped that they cannot only adapt to the community in which they must exist, but be genuinely concerned with its problems and be prepared to participate in seeking solutions to these problems...also allow its students to develop their social and cultural interests so that broader and wider horizons of interest become available.

Although there is no record of any discussion generated by this definition, it probably did not lead to much argument. Such statements of broad aims present a widely acceptable view of the goals of education and most official statements about educational aims in Canada would fall along similar lines. That is, most people in our country would agree that indeed, the schools should develop the social, moral, intellectual and cultural aspects of their students' personalities. Disagreements tend to be generated by more practical aspects of goal formation, when schools try to find ways to implement these broader goals. The above formulation of goals, however, was not included in any later document of the Planning Committee.

The next such statement comes from the joint document of this six man core Planning Committee, which was presented to and approved by the

Board in December of 1970. This paper was widely circulated and can be considered an official statement of the Board. However, there are a few long range (i.e. concerned with issues beyond the child's school life) philosophical goal statements in this paper. The following is a comprehensive listing of these:

> ...a student-centered atmosphere which provided opportunities for each student to achieve self-fulfillment.
>
> ...meet the educational needs of all pupils including those with special learning characteristics, whether bright or slow.

These statements emphasize the student, rather than some of the other school constituencies. One member of the Planning Committee has stated that student centeredness seemed to be the first philosophy.

> It was originally...a place to educate students with the backing of parents but not so much their involvement. In other words the philosophy of the school being a student-centered school primarily is Bruce's thinking and it has continued very much the same.

The Planning Committee's members were apparently largely self-selected and were attracted by the air of innovation which seemed implicit from the beginning. They joined because they heard that:

> there was this flexible concept school being planned and it seemed quite exciting to be involved with it.

When the Planning Committe's work started, questions of philosophy seemed to be undeveloped beyond these general orientations.

> The impression we were given initially was that the whole concept at that time was more or less wide open - in other words they were just sitting and waiting to see (what) sort of input they would get from the teachers.
>
> (Planning Committee Member)

As time went on the philosophy, as well as other types of goals, became more clear and was, apparently, shared by committee members.

> I think the majority of the sixty-odd people who worked on the Planning Committee could articulate pretty well what kind of school it was going to be... We always knew what the goals were, but I don't think they were ever written down very clearly.
>
> (Mather)

For the teachers, the school's philosophy grew to include a certain type of teaching-learning environment or school climate. One of them described it like this:

> ...not being uptight about materials being lost; not to spend most of our time trying to discipline and administrate children, but to get down to the business of improving the educational environment and that teachers who worked in this type of school would have to feel comfortable...and you shouldn't have to feel threatened by lack of structure...This kind of philosophy tended to weed out the volunteers quite considerably.
>
> (Planning Committee Member)

A number of written statements about the school's philosophy were published shortly before the end of Phase I. They were parts of two informal publications written by Mather. The first of these was a description of the position of Principal which was circulated to prospective applicants. The second was a brief description of plans for the school. This document listed eleven "parameters" concerning the "hoped for" organization. These items were admittedly Mather's own expectations, although he had stated that they would be generally acceptable to the committee members, as most of the issues had been discussed at meetings and had received consensus. Mather stated that the eleven point goal-statement was:

> really a refinement of what I felt all along, but I felt we were getting a consensus view from all the people involved in the planning...They were basically my ideas which I also derived from a thousand other sources.

Those items in these two documents which deal with philosophy tend to concentrate on matters of school climate and leadership styles rather than on broader educational aims. This is in keeping with the increased specificity of goal formation at later planning stages. The following statements are an exhaustive listing of philosophical goals given in these documents:

> ...students and staff alike learn responsibility and leadership through the provisions of opportunities to practise them.
>
> ...a climate which respects individual autonomy, sublimated only to cooperative action best provides the type of security which encourages innovations, high commitment to organizational goals, and positive professional morale.

> ...to develop both academic learning and the socialization, humanization interactive phases of learning.
>
> ...hopefully the school climate...will be characterized as an open climate which recognizes the inherent worth and dignity of all who work together in the complex; staff, students and parents.

There were no other written statements of philosophical goals during this period and this area of planning appears not to have been of central interest at this stage of the planning process.

Organizational and Program Goals

Although no actual working program for the school was formulated during Phase I, there were many discussions of possible and even probable types of organization. Some program goals were identified from the very beginning while others were newer. We have selected six areas of program and organization for discussion. In choosing among the great many organizational and program goals which had come up during the years of planning, we have emphasized only the innovative or unusual aspects of the planned school program. Obviously, there are many standard and routine organizational aspects as well, but these generally do not create discussion or disagreement. This choice of areas for discussion is prompted by our emphasis on the process of innovation. We have also chosen the areas with a view to the relative importance they played in the planning of both Stage I and Stage II. Some of these areas were more prominent in one stage than in the other, while others were emphasized throughout the entire planning process.

By these criteria, we have selected the following six basic areas for our discussion:

1. K-13 structure
2. Staffing structure (flattened hierarchy and differentiated staffing)
3. Student-teacher grouping (varied class size and team teaching)
4. Innovative curriculum (interdisciplinary studies, wide variety of course offerings, alternative models, (general versus specialized technical studies))
5. Timetabling (semestering, flexible scheduling)
6. Community involvement (educational, recreational)

K-13 Structure

The idea that the new school should be part of a K-13 complex had been part of the plans since the first. The reasons for this were phrased in the educational philosophy of nongradedness:

> Programs that allow for continuous progression can be developed in partnership and by close liaison if the parties concerned are sincerely willing and prepared to put their heads together.
>
> This proposal will facilitate the desired integration of elementary and secondary programs through the various forms of multi-age grouping, level systems, and elective offerings, all made possible through individual timetabling in grades seven to thirteen.

The original plan called for a seven to thirteen school, with the addition of the K-6 building later on as warranted by rising enrolments. The main model for this plan appears to have been the Stephen Leacock Complex in Scarborough, to which the core committee paid a visit. When the land purchases for the site turned out to be adjacent to an already existing K-8 school (Bayridge Public School), the vision seemed to come closer to becoming a reality.

The plan was to move grades seven and eight over to the new school so that Bayridge Public School would become one of a number of K-6 feeder schools.

The Ministry of Education, and later the Board itself, did not quite agree. There was serious debate concerning the enrolment projections, particularly in seven and eight. Also, some of the Trustees and senior officials did not accept the idea on a philosophical basis. Mather, however, was convinced that this would be overcome:

> As time went along, I said to myself, okay, a lot of people who don't buy it philosophically are going to be forced to buy it practically because if it is a choice between ten more portables in Bayridge Public School or putting kids in the secondary school, it will happen that way.

Staffing Structure

None of the early documents contain recommendations concerning staff organization in the new school. Nevertheless, there appears to have been considerable discussion of alternative types of staffing arrangements right from the beginning:

> The staffing had been discussed all the way through ...A decision would have to be made about what type of arrangement the staff would form...That was a question everybody asked - how will this school be administered? The answer always was this is something that people involved with the school would have to decide. It could be the Cabinet structure; it could be the Dean approach - this was something that was talked about early on in the planning.
>
> (Planning Committee Member)

By the end of Phase I, these ideas became firm enough that they appeared in Mather's last two documents. In keeping with the intent of having the actual school personnel make the final decisions about program, these were phrased as recommendations, rather than as determined goals.

One of the suggested characteristics of the new principal was to be that:

> He will probably wish to explore ad hoc organizational patterns to meet every changing need. Such explorations may result in a 'flattened' hierarchial structure which will increase opportunities for all personnel in the organization to exercise leadership in areas where they possess special interest and expertise.
>
> Under his leadership, various forms of differentiated staffing will likely evolve to meet the unique program characteristics of the school.

Further reasons for differentiated staffing were given as:

> ...to maximize effective use of teachers, administrators, paraprofessionals, parent volunteers, etc., and to maximize involvement in decision-making by those to be affected by them.

Although these recommendations regarding a flattened hierarchial structure and the use of differentiated staffing were not final decisions, they did influence the choice of principal, and therefore pointed the evolving plans in this general direction. As Phase I closed, the atmosphere of the planning appears to have been highly favourable for innovation in the staffing structure of the new school.

Student - Teacher Grouping

The original proposal called for two aspects of this program consideration:

> Significant variations in learning strategies including individual work and small and large group instruction.

> Increased opportunities for professional collaboration by teachers in the stages of planning presentation, valuation etc. to permit more integrated and interdisciplinary programming.

One of the guiding principles of the Planning Committee was that there be proximity of all curricular areas where interdisciplinary courses could be a possibility. These types of innovative teaching approaches appear to have been the subject of considerable discussion by them.

> We talked quite a lot about that and thought there would probably be a greater degree of individualized learning because of the architectural nature of the school - we would not be able to delineate classroom areas.
>
> (Planning Committee Member)

The open exploration of possibilities became more limited over the course of the planning:

> As the committee went on, walls began to creep up, and we began to assume a more traditional type of appearance than we had initially. This might have just been a reaction to general trends or it might have been that people felt more secure with that type of structure. It was agreed that individualized learning would definitely play a larger role that it now does.
>
> (Planning Committee Member)

Nevertheless, these goals were well developed enough at the end of Phase I, that Mather included them among his "hoped for parameters" for the school:

> Attempts at interdisciplinary studies to reduce the barriers traditionally supposed to exist between subject disciplines;
>
> It will attempt to strive toward an individualized - personalized type of program at the secondary school level.

Innovative Curriculum

The original report was not very specific about curriculum details. In keeping with the general nature of the plans at that stage, emphasis was on flexible structure which would facilitate curricular experimentation, without imposing any particular style on the would-be teachers.

In the committee's work with the architect, curriculum was always a consideration.

> Physical configurations seemed to be the main concern although it was always involved with what the curriculum would be and the philosophy of the school.
> (Planning Committee Member)

Although no actual courses were outlined, curricular concerns do appear to have been of major importance in the subcommittee's work.

> ...what the curriculum would be...given this kind of philosophy, therefore, what are the implications for facilities, for staff and for materials. Eventually... we began to see that this was a really good plan because it forced people into certain patterns of thinking, the objective type of things so that when someone made a recommendation that this should be done we came back with these criteria - how does it fit in, what is the curriculum, what are you trying to do...
> (Planning Committee Member)

At the end of Phase I, the specifics of curriculum were yet to be developed, but there was an expectation that the eventual program would be highly innovative. Among Mather's hopes for the school was that:

> The staff will be carefully selected and encouraged to examine in-depth systematic curriculum design, alternative curriculum models and to try to implement significant new curricular arrangements.

Timetabling

During Phase I of the planning process questions of timetabling did not come up in any practical way. In fact, there is no mention of such concerns in any documents of the stage beyond the admission in the core committee's report that semester systems and flexible scheduling seemed to be probable trends for the future.

One committee member mentioned there had been some discussion of this topic and that the committee had leaned in the direction of full-credit semestering, but none of the official reports or recommendations make a note of this. Lack of specificity in this area would seem to be in keeping with the general nature of goal formation in Stage I.

Community Involvement

The involvement of the community in various aspects of the new school was a consistent concern of the planners from the beginning. The original core committee envisaged:

> that the school will become a center of much of the community life with requests being made for its use as an educational, cultural and recreational centre.

They also recommended:

> that the Board of Education explore in cooperation with the local municipality, the province of Ontario, and other interested parties, the joint provision, use and supervision of the facilities of this site.
>
> that the sharing of buildings as well as parking and site services, would result in overall economies... and...more extensive use of the land area.

A prime model for the original view was Stephen Leacock Secondary School in Scarborough and a number of areas of similar experimentation in Ontario were mentioned as well.

According to Mather, the origin of these ideas probably came from people like himself and from another Superintendent on the original core committee, since they had both worked in such areas as Metropolitan Toronto where the pressures were much greater in this direction. Later they received support from such members of the Planning Committee as the Principal of Bayridge Public School, who had been actively involved with community participation programs for several years.

These planners had a vision of community involvement which went considerably beyond the recreational use of the school in off hours. They saw a merging of the life of the school between daytime and evening use, and wanted to see students going out into the community as well as community members coming into the school and participating in its educational and cultural activities.

In keeping with the philosophy, the committee attempted to involve community members at later planning stages. This took place in the form of inviting members of the Bayridge Public School Community School Association to the meetings. Apparently some of the parents were quite actively involved.

> The impact of the parents...certainly they were very vocal and most articulate...I think they were excited about the prospects of the building. Another concept of this building was community use...Parents felt that if the school wasn't designed for that it certainly should be.
>
> (Planning Committee Member)

Community use entered into many aspects of building design.

> The theatre for example was designed with that in mind, the kinds of open space, the entrance, the physical education facilities, the pool that was originally planned...the library with an outside access.
> (Planning Committee Member)

This aspect of the plans appear to have remained salient throughout Phase I. The building itself had many features which would facilitate recreational use of the school by the surrounding community. The attempt at involving community members in program planning, which took place toward the end of Phase I, demonstrates the willingness and desire of the planners to extend community involvement in other directions as well. Mather's last summary of the state of the plans reiterated this basic goal.

> The school will have a strong community orientation, ie. it is hoped that field trips, excursions and service in and to the community will be encouraged along with significant involvement of community resource persons as an integral part of the school program (parent volunteers, special community resource persons representing arts, business and commerce, other educational institutions, etc., the creation of a community resource bank of persons, good and services, etc.).

The actual Bayridge community, however, knew little of these plans at this point in time, beyond the occasional newspaper report of the new school, which was said to have planned community use of its facilities.

PLANNING PHASE II

After Mather left the County, the planning process slowed for a time. Planning Committee members were occupied in their own schools with end-of-the-year activities before the summer break. The architect's plans had been finished. R. Joyce, the new principal, was not yet in residence. At the same time, the Board of Education was reorganizing its administrative structure and Mather's position was not filled. Over the summer of 1973, very little progress appears to have been made in further defining and specifying the goals of Bayridge Secondary School.

By September, however, the new leadership roles were emerging. Joyce formally occupied his position as Principal. J. Murphy had been appointed as the Area Superintendent responsible for the new school's catchment area.

The Planning Committee was not formally disbanded, but was inactive. After one last meeting in late fall, it ceased to function altogether. No new committees were established during this phase.

The actual school users - students, parents and teachers - were not identified until late in the following spring. The crucial roles in the development of the goals during this phase of planning (June '73 - June '74) were those of Area Superintendent J. Murphy, and Principal R. Joyce.

We will examine these two roles and the way that the two individuals chose to play them - their particular leadership styles - in greater detail, before looking at the actual evolution of the goals during this planning phase.

Area Superintendent - J. Murphy

Until his new appointment, Murphy had not been directly involved in the planning process for Bayridge Secondary School. He was, however, a long-time member of the County Board. One aspect of his past position was that of personnel and he had been one of the people involved in the appointment of R. Joyce as the new principal. In addition, he had been a major architect of the County's statement of educational philosophy, 'Frontier One,' a statement in many ways similar to the ideas of the Academic Planning Committee.

In his role as Area Superintendent, Murphy was responsible for two secondary schools, one of which was Bayridge. Although he was willing to give a certain amount of extra initial support to the new school while it became fully established, his basic approach was to treat Bayridge on an equal footing with the other county schools. Rather than directly guiding the evolution of the school, he saw himself as playing a supportive role:

> I intend to maintain and to encourage everyone else to maintain a completely open mind. You see my thought is that we have all sorts of good things going on in our schools...I am going to do my best to keep principals and teachers informed of what is going on so there is a free flow of communication concerning Bayridge. The school is not an ivory tower somewhere, but is an ongoing school situation...I am going to give it my full support the way I would give it to any other school.
>
> (Interview, March 26, 1974)

Murphy's role in relation to Bayridge tended not to be very visible. He rarely called or chaired public meetings regarding the school, nor did he give releases to the press. He appeared, rather, to be working behind the scenes in supporting the principal and his plans and activities. The fact that he was seen as an older, perhaps more conservative member of the Executive Council may have helped him in obtaining approval for projects which perhaps would not have passed with a more controversial sponsorship or phrased more in the language of innovation.

Murphy's approach to educational change and innovation appeared to be a preference for system-wide policies which were flexible enough to permit variation among schools. He saw Bayridge as somewhat of a pilot school in trying out a number of innovations for possible later adoption by other schools. In this his approach contrasted with Mather's: Mather wanted to create a single radical alternative type of school.

Although Murphy had not been a highly visible leader, he intended to take a more active role than usual in the school once it opened.

> I see myself as playing a more developmental role in this new school. I see it as very important that I support and reinforce the work of the principal.
>
> I will have to become more involved in the areas of my specialization, in the field of English, for example, where I can assist them, and History - these sorts of things.
>
> (Interview, March 26, 1974)

He recognized that the school would need extra support during the initial period and was prepared to give this.

> I not only see myself as having to be more visible to the staff, but they are going to have a great many concerns I would think, and...it is important that this staff feel quite close - in close communication with decision-making people to reassure them...I want them to feel that there is real support behind them.
>
> (Interview, March 26, 1974)

He did not want to be seen as the central guiding person in Bayridge. Although he was willing to be visible within the school itself, he preferred that the principal and his staff relate directly with the parents and the community.

In discussing future plans for the school, he tended to speak of the principal and himself as co-planners, and Joyce seemed to confirm this view. The latter appeared to be very pleased with their working relationship.

> I was tremendously favoured in my relationship with John Murphy...there is a lot of trust between John and me, and I feel comfortable working with him. I think this is a tremendous asset...John is as much dedicated to this organization as I am.
>
> (Interview, July 15, 1974)

Murphy appeared to be less inclined toward a broadly representative decision-making process than was Mather. He tended to see the decisions being made from above, with consideration of the opinions and advice of those who were affected by them. The community was to be involved in designing the philosophy and in setting the goals, but not in the specifics of implementation.

In summary, Murphy appeared to be playing a strongly supportive, behind-the-scenes role. He did not seem to be a main guiding force or the originator of ideas, but was working quietly and diplomatically to gain support for the school in those areas where this seemed to be needed.

Principal - R. Joyce

Joyce moved to this city in the summer of 1973 and formally occupied his office as principal that September. He was not new to the County, however, having served as principal in two other secondary schools there a number of years ago. At that time he had some experience in working with members of the senior administration, including the present Area Superintendent.

At the time of his appointment, he was seen by senior administration as a outstanding candidate. He himself felt that Bayridge, in the stage of planning in which he found it, was exactly his kind of school. Having seen Mather's detailed descriptions of the school, he found the ideas to be similar to his own.

> After I read the material, I realized that these were pretty well the same opinions that I expressed to them in the interview...I feel that this is the direction that education has to go to get back to the mainstream of life.
>
> (Interview, July 31, 1973)

Although he was in agreement with the basic goals for the school used in its design, he wanted to work out their practical application on his own.

> The thing that is exciting about this Western Secondary School project is that you don't have to take over from an existing structure.
>
> (Interview, July 31, 1973)

In dealing with change and innovation in schools, Joyce's approach appeared to be gradual or developmental. He distrusted fast and spectacular change, and tended to favour a slower, more cautious approach where expectations were not raised too high and nobody concerned felt left out.

> Lasting change must involve...the users and they have to be involved right from the start, and if we can get in this school everybody involved, the parents and students as well as the teachers and administration, then I think that the changes that are made will be effective and will be lasting.

Joyce had intended to reactivate the Program Planning Committee established under Mather, but encountered the problems of unrepresentative membership. At the single meeting he called, those present were mainly teachers, although the committee's membership had included parents, students, and trustees as well as representatives of various educational institutions.

Most of the organizational and program decisions which had to be made during Planning Phase II appear to have been made by Joyce in consultation with his Area Superintendent, Murphy; but without the involvement of the type of planning committee which had characterized the evolution of goals in Phase I. Joyce had repeatedly stated, however, that he wanted to use such an approach to decision-making, provided that no single group with a given vested interest dominated the process. Rather than re-establishing the older planning committee, he decided to wait until the actual 'users' of Bayridge were identified.

> I want the teaching staff identified...Now we have parents identified too and students and then we can hopefully get them all working at once instead of getting the one in-group and then try to add others.
> (Interview, March 13, 1974)

In terms of the decision-making process within the school, Joyce indicated that he wanted to deviate from the usual Principal role and to let leadership emerge from below. He had wanted to set up a committee structure for making decisions, and started to organize this at the first staff meeting in June.

> I think that the greatest benefit to this point of the committees has been to break down the role expectations of the principal and hopefully a number of committees no longer see me as quite the authoritarian figure that a secondary school principal often develops into. That

> I am willing to share authority and hopefully responsibility along with it.
>
> (Interview, July 15, 1974)

He was aware that these changed roles would necessitate some retraining of the people concerned.

> One thing that concerns me about it is that it does place heavy demands on me, to organize it and get it off the ground and working and at that point as it develops and leadership emerges from the organization, you can delegate more as time goes on. Initially there has to be a lot of training of people...
>
> (Interview, March 13, 1974)

As for involving students and parents in the decision-making process, Joyce repeatedly expressed his desire to do so. He attempted to meet and talk with as many of the potential students and their parents as possible, by arranging public meetings at each of the feeder schools during the spring. At some of these meetings, he explained that student and parent suggestions would be welcome. In a newsletter he sent to all of the students' homes in July, Joyce repeated this invitation twice:

> ...further courses and levels may be added to the curriculum as the need becomes apparent but input from students and parents will be sought before such decisions are made.
>
> As well as committees for subjects of the curriculum, teachers have formed committees for budget, community relations, curriculum coordination, and student morale and discipline. Each of these committees will be seeking opinions from students and parents.
>
> (Bayridge Secondary School Newsletter, July 17, 1974)

As Phase II of planning ended, Joyce had issued public invitations to parents and students to contribute to the decision-making. He had established a number of the teachers' committees, which were beginning to function. Although most of the decisions made during the previous year were concentrated in his hands and in those of his superiors on the Board, he appeared to be moving quickly in the direction of the shared, committee type decision-making that had been the norm during Planning Phase I. Basically, however, he saw such contributions as advisory, rather than as actual decision-making. This was in keeping with what he felt was Board policy and the view of his Area Superintendent.

Joyce wanted to see the school move in the same general directions the original planners wanted, but he would probably move in those directions only as far as he perceived the varied pressures from the different groups concerned would allow, to avoid the development of conflict. Basically, he was in agreement with the Area Superintendent in not wanting to see Bayridge as a special school with special policies, but as an example of policies which had acceptance at all levels. This approach appeared to be well suited to the situation in Frontenac County and would probably prove to be an effective way of introducing lasting educational change.

> My experience has been that change has to be reasonably slow and orderly. To jump right into something...is a cultural shock...and you get all sorts of funny things happening.
> (Interview, July 31, 1974)

This diplomatic approach to educational innovation was probably an important factor in Joyce's appointment by a somewhat conservative Board, concerned with implementing an innovative school program without antagonizing or upsetting established groups.

The years of planning during Bruce Mather's superintendency had established the new school as being quite different from the others in the County. Given the general expectation that this would be a highly innovative school, Joyce's reaction was to take things slowly at first:

> Myself, I tend to be a middle of the road person. I tend not to go overboard or completely way out on things.
> (Interview, July 31, 1973)

Joyce's leadership style seemed to be to involve a wide representation of the people concerned, and to make sure that no large block of individuals felt alienated. One of Joyce's hopes from our study, originally, was that we would help to identify such sources of strain.

> ...what I hope we can get from you is that if there is some great power block we're alienating, then I would like to know about it before it becomes a hardened fact. If you can communicate and ease it out, then you have a much better chance of success.
> (Interview, July 31, 1973)

Joyce emphasized the importance of open lines of communication between various user groups. All those who were involved in the school - teachers, students, parents - should have a chance to influence the decisions which affect school life. However, he felt that it was equally important to ensure that no one group came to dominate the advisory or decision-making process. He hoped to work with advisory committees of mixed, widely representative membership.

> I think if you get a set of homogeneous committees, then you are setting up a situation for conflict between us. Whereas, if you get heterogenous, all different people on the same committee, then they work out these conflicts right there...at least they have referees that are involved right there.
>
> (Interview, September 29, 1973)

Technological Goals

When Joyce occupied his position as Principal in September of 1973, he found that many of the questions about the technological aspects of the new school were already settled:

> I think the size of the school had already been settled before I arrived. That was no question. When I arrived the sketch plans had been approved so as far as actual input into the physical make-up of the school, I have had really none. This was settled before I arrived.
>
> (Interview, July 15, 1974)

While he approved of the plans for the building, he was somewhat sorry not to have had more influence on them:

> Are there things I would change? Yes, but at the time I arrived I realized that it was too costly and too time-consuming to change it...I had to accept it at that point.
>
> (Interview, July 15, 1974)

The nature of the actual school building, then, had been predetermined and its evolution did not play a significant part in the formation of goals in Phase II. Of course, the construction itself started during this time period, and much of the work was completed. This work, however, is not of direct concern to us, and it will be sufficient to say that no major barriers to the construction occurred at this time and that the work proceeded as planned, with the projected opening date remaining at January, 1975.

Joyce's initial concern, then, was with identifying the school's would-be users, starting with the students. He spent several months in clarifying the enrolment projections.

> It was not until after January that the attendance area was decided upon. I did a lot of work on that along with the statistician...trying to design an attendance area that would generate a school which would roughly fill the capabilities of Bayridge Secondary School and yet not drain out Frontenac (Secondary School).
>
> (Interview, July 15, 1974)

Once the area was determined, it was still necessary to identify the actual students, through the use of option sheets completed by pupils attending the feeder schools. The resulting number of students enabled Joyce to determine his staffing requirements and to begin recruitment.

The problem of temporary accommodation also needed to be solved. The Board's decision to house the new school in the Kingston Collegiate and Vocational Institute created a number of constraints on the plans. For one thing it required that students be transferred by bus from their subdivision to the old downtown area secondary school. This had become a source of objection to many parents. The great physical distance between the temporary location of the school and the actual Bayridge area would certainly act as a constraint on community involvement in the school.

The fact that the accommodation would be shared with other users was an additional source of possible difficulties. However, Area Superintendent Murphy felt that any problems would be of a minor nature, and that there might even be some benefits from the arrangement.

> I see no big problems connected with sharing facilities. As a matter of fact, I think it could in many ways be a very beneficial experience. Not only for the student body, but for the teachers, the staffs of the two schools...They will see things function in a different way right before their eyes...Oddly enough, student bodies and staffs that go through a pioneering situation such as sharing accommodation or putting up with makeshift things, often develop some of their first spirit during those times...often a student body will thrive on rather adverse conditions.
>
> (Interview, July 11, 1974)

The decision to house the school at KCVI was made by the board, on the recommendation of a committee which included the principal. The committee had considered and rejected a number of alternatives including staggered hours and the use of portables. The school would have to fit into its temporary location as best as it could. During Phase II of the planning, any problems due to this location were seen as minor details.

As we will see later, however, this aspect of the plans took on a greater importance in the first year of implementation (see Appendix E). Even if the location itself posed few difficulties, the mid-year move to the new setting was bound to influence the school's initial development in then undetermined ways.

The matter of the building of a swimming pool at Bayridge Secondary was a much publicized aspect of the plans during this Phase. The original planners had felt that a pool would be a most useful addition to the school, and could be used by students and community alike. Plans for the pool were incorporated into the architect's drawings and the proper plumbing was to be installed. However, the Board of Education had claimed that its granting structure did not allow for the funding of swimming pools, and had begun to explore ways in which the Township might cooperate in seeking some funding. A committee of trustees had met with representatives of the Township on several occasions during Phase I of the planning. However, the 'negotiations' remained fruitless, prompting members of the Bayridge Public School Community School Association to organize a public meeting to pursue the matter. This meeting, which took place in March, 1974, was very well attended by the community. Representatives of the Township Council pledged their support of the idea of the pool. The matter was to be pursued by the Board and the Township, but despite the general optimism of the public meeting, plans for the pool came no further to implementation. After a number of meetings where the matter of responsibility for funding was debated, the discussions ended without resolution. Perhaps the most significant result of the public meeting was that the Bayridge community was given its first real picture of the building plans. Principal Joyce gave a presentation about the structure, accompanying his talk with slides of the architect's models. Floor plans were displayed on the walls and appeared to arouse a great deal of interest.

As Planning Phase II ended, construction of the building was well under way and the opening date was set for January, 1975. All but the most minor details of the new building had been decided. Meanwhile, the school itself was to open in temporary location for the fall term, and its user groups - parents, teachers, students - had been identified and made aware of the plans.

Philosophical Goals

As we have seen ultimate philosophical goals were not specified very clearly during Planning Phase I. Questions of philosophy and climate were said to be 'understood' and 'shared' by the planners, who, however, had not formalized them in written documents.

Concurrently with Planning Phase I, the Frontenac County Board was producing a general statement of philosophy for the entire system. All Area Superintendents were involved in the preparation of this document, which came to be known as Frontier I. Those on the Planning Committee did not see any direct connection between Bayridge and Frontier I at that time.

Early in Planning Phase II, Frontier I emerged as the statement of philosophy for Bayridge Secondary School. Area Superintendent Murphy saw the new school as a perfect test case for the statement of philosophy. All that needed to be done would be to work out the more specific operationalization of the somewhat general statement.

> This is where we come next. That would be where the Program Planning Committee would logically move to next. We have the building the way we want it and here is what we believe should be done in this system... how to relate that to an actual school - breaking down system objectives into school objectives.
>
> (Interview, November 1, 1973)

Both the Area Superintendent and the Principal stressed that the new school must not be seen as unique or special and that whatever could happen there, could theoretically take place in the other County schools as well. Guidelines concerning philosophy, as well as other goals, should be system-wide rather than school-specific. Both agreed that the uniqueness of the new school might be as a pilot school, in being the first to test such guidelines as Frontier I.

This position had been made public through an article in the Board of Education Newsletter and sent to each pupil's home in December of 1973. A simultaneous press release to the Kingston Whig Standard gave this view to an even wider audience:

> Bayridge Secondary School will represent an attempt to establish and operate a school at a further stage on the continuum for development delineated in 'Frontier I', which is the statement of the system's philosophy of education. A new school offers special opportunities for setting up prototypes in program

> and organization. Particular thought will be given to the development in students of ability to study and work independently. In this respect strategies such as discovery, inquiry and exploration will be considered very important in the teaching process. A prime endeavour of the school will be the creation of an atmosphere where students will want to learn. Teachers will be expected to have clearly stated objectives for each program they offer and well defined criteria for the evaluation of the student's work in that program.*

Frontier I itself is a long and detailed document. Starting off with a statement of general purpose and objectives, it goes on to recommend guidelines for implementation, including curricular dimensions. There appeared to be considerable support for school autonomy within these general guidelines, so that Frontier I need not represent a radical change in the philosophy of the school from the ideas of the original planners. Its main problem appeared to be that of operationalization.

Although during Phase II of planning, Frontier I was repeatedly pointed to as being the official statement of philosophy for the school, little progress was made toward its further delineation in terms of the Bayridge program. The Principal had stated that he would like to have a representative committee work on this specification. Because of his feeling that all school constituencies should participate in these discussions, he chose to postpone this aspect of the plans until all the groups had been identified.

> I have not done anything on that, and there has been no discussion in the area. I think we need a representative group to work on it before there is any further delineation.
>
> (Interview, March 26, 1974)

Apart from the references to Frontier I, both the Principal and the Area Superintendent had definite ideas about the type of atmosphere or school climate they wanted to see evolve at Bayridge. These tended to be similar to the very general statements published at the end of Phase I. The Area Superintendent, however, wished that more thought had been given to this area of planning.

---

* "Bayridge Secondary School, First to be Built by County Board", Frontenac County Board of Education Newsletter, December 20, 1973, p. 8.

> If I could, as you say, turn the clock back to 1970 and had I been involved with it more at that stage, I think I would have stressed the concept of growth and fulfillment and the pursuit of excellence more... The personal growth factor - the goal of Bayridge to become what you really can be...it was rather a pity that the group did not have time or did not choose to more involved in what they thought would be the impact of this on the students.
>
> (Interview, July 11, 1974)

He described his own view of the new school like this.

> Looking toward the opening of the school, my fondest wish is that the teachers will be able to arouse in their students a desire to do what they can, to make them want to be what they can. Just as they, as professionals, will have a chance to demonstrate really what strength they have, not only in teaching, but in organization, in giving. Bayridge is only going to be a success as each teacher feels he has to give something to this beyond his specific teaching duties...In some ways he (the teacher) must feel as responsible for the climate as the principal. I am hoping that this attitude will be infectious and the students will catch on to the concept of contributing to the place...the big thing is to get that sort of climate established.
>
> (Interview, July 11, 1974)

He agreed with the Principal that specific delineation of the philosophy must involve the users.

> Bob and I feel that from this point on we have to approach the philosophy bit very cautiously because we want to get all the staff involved in this, you see...
>
> (Interview, April 26, 1974)

However, he felt that student participation would have to start at a low level and grow with time:

> I see them being brought into it very gradually... the most significant thing for each child...is going to be the relationship that the student has with his various teachers, that he feels he has with the school Principal, and if that relationship is sound and workable, then the student will grow and mature...and as he matures I can see his contributing more and more...it may be on very, very trivial things at first...but these issues may well become more and more important.
>
> (Interview, April 26, 1974)

As Phase I ended Frontier I was still pointed to as the relevant statement of philosophy, but no actual specification of the issues had taken place. However, the Principal and the Area Superintendent appeared to be in agreement that the school would be student-centred and that decision-making would involve consultation with relevant groups. The Principal attempted to convey this view of the school climate in his talks with parents and students, and it was a consideration in the selection of staff.

Organizational and Program Goals

As with the question of philosophical goals, those related to program and organization were not highly specified in Phase I. We have seen that the original planners had some definite ideas regarding program and have looked at those items which were formalized in writing. Members of the Planning Committee emphasized that program dimensions always came first in their consideration of the building design, and that each spatial area was in mind. However, the final result of the work of the Planning Committee was in the actual drawings for the building, and many of the particular program ideas and plans appear to have been lost along the way. Possibly this was due to the fact that they were never formalized into actual written documents. While there was no direct link between the two planning phases, one should not assume that there was a total loss of ideas and plans for the program. It must be recalled that the job description for the new principal was a reflection of the thinking of the early Planning Committee. Indeed, one can note similarities between the concerns of the Planning Committee and those of Mr. Joyce. At any rate, the planners in Phase II felt that the program had to be designed from the beginning. The Principal did not receive any guidance regarding program from the Planning Committee members and appeared to think that these aspects of the school were never discussed by them.

> They met and made many recommendations with respect to certain features of the building and I feel that the only reason you recommend features is because you have a program in mind and...I came back to them and said now what program did you have in mind for this and to date I have received nothing on paper. It is implied in the building but yet nobody really set down objectives of what they wanted to do...and so probably the concept of what goes on there now is my concept.
>
> (Interview, July 15, 1974)

The Principal's own tendency was to plan a more traditional kind of program, at least in the beginning. He distrusted fast and spectacular change and favoured a slower, more comfortable approach.

> One of my concerns as I have said all along is not creating unusual expectations and I have tried to downplay those. Not making statements like this is going to be the biggest, best, most beautiful, - and all problems will be resolved - this sort of thing.
> (Interview, July 15, 1974)

The development, during Phase II, of the six central organizational and program goals is described below.

1. K - 13 Structure

The idea of the original planners for a building which would house grades seven to thirteen and which would be joined with a K-6 elementary school had already been considerably modified in Phase I. The final plan called for a conventional secondary school of grades nine to thirteen, although there was some speculation that seven and eight might eventually be included with rising enrolment rates.

However, this pressure of numbers had not yet materialized. The school was opening in the fall of 1974 with grades nine and ten only and new higher grades were to be added in subsequent years. The idea of including lower grades - particularly grade eight - continued to be the subject of some discussion.

> This is asked from time to time and I raise it myself. This is a policy statement for the Board, but...I think there will be a lot of pressure to include at least grade eight because...there is a lot of pressure for accommodation and I can't see them leaving the secondary school half empty.
> (Interview with Principal,
> March 26, 1974)

The Area Superintendent agreed with this, but pointed out that philosophical problems existed in addition to the practical ones. He had suggested that some parents might object to such integration of younger and older students and said that parents might be given a choice in the case of their own children. The Principal felt that if lower grades were to be introduced early, this problem would be eased somewhat.

> I think it is an ideal time to do it because there won't be that great spread in ages. Your oldest

> kid will be in grade eleven, and so eight, nine,
> ten and eleven is not a bad spread.
>
> (Interview, March 26, 1974)

The original planners' vision of a K-13 complex was based on such educational goals as the sharing of teachers between elementary and secondary grades and the increased facility of individualized progress for students. While these types of goals played only a minor part during Phase II, there was some discussion along these lines. Both the Principal and the Area Superintendent predicted some sharing of staff between Bayridge Public and Bayridge Secondary Schools. Some of the other feeder schools might also use such Bayridge facilities as the shop or home economics areas for their upper grade pupils.

Since Bayridge Public School was located adjacent to the new school, it played a more prominent part in these plans than the other feeder schools. However, this was a somewhat sensitive area of planning, as such integration of programs might be seen as preferential treatment. Nevertheless, plans for sharing the teacher of instrumental music between the two schools were already under way, a promising initial step towards the K-13 complex which was part of the original vision of the school.

2. *Staffing Structure*

During Phase I, there were suggestions that the new school would experiment with alternative types of staffing arrangements. One of the suggested characteristics for the new Principal was that he show interest in this direction. During Planning Phase II, this aspect of the plans had come to play a very important part, and the resulting staffing arrangement had become perhaps the most controversial aspect of Bayridge Secondary School.

The Principal had been interested in flattened hierarchical structures for a long time. He had had previous experience in working with such structures in two other schools, before his move to Bayridge. He had stated that in such a system teachers were able to assume a more professional role and have greater say in policy decisions. He felt that the current hierarchical system was a real constraint on the freedom made possible by H.S.I., and that such a system was somewhat outmoded for other reasons as well. His position was made public in several news releases during Phase II.

> The school's planners intend to explore new approaches to organization. The Ontario high school has over a long period developed an organizational pattern of principal, vice-principal(s), major department heads, minor department heads and assistant heads or chairmen. Some of the conditions that gave rise to this type of structure no longer prevail and other factors, such as teacher supply and leveling secondary school enrolments, indicate that alternative and supervisory schemes should be studied.*
>
> Principal Joyce also recommended there be no department heads at the school to provide each teacher with an opportunity to play a more vital role in planning and managing the affairs of the school.
>
> Leadership will be defined on an ad hoc basis for short periods of time and policies will be established by appropriate committees.**

The idea of flat hierarchy had the complete support of the Area Superintendent all along.

> If we get well-trained, highly competent professional individuals, they are going to need less and less of the traditional hierarchy of supervision. They will be self starters for the most part, and all they will need will be certain aspects of coordination at a very low level...everyone does his bit at coordination, but the real thing is teaching and relating to students... and in return for the absence of hierarchy you have paraprofessionals.
>
> (Interview, November 1, 1973)

It had also been pointed out that the flat structure would enable the school to hire some paraprofessional help. The Principal insisted, however, that the standard pupil-teacher ratio be maintained.

> He said he sees more use made of paraprofessionals and clerical staff to free teachers from the non-professional jobs in which they sometimes get involved.
>
> This does not mean, he said, that he is considering trading off teaching staff for paraprofessional help.
>
> At the practical end, the funds normally allocated to responsibility allowances for department heads

---

* "Bayridge Secondary School - First to be Built by County Board", Frontenac County Board of Education Newsletter, December 20, 1973.

** Colin Wright, "Bayridge Secondary School - Will Reflect New Education Trends", The Kingston Whig Standard, May 24, 1974.

> will be devoted to securing the extra paraprofessional and clerical help.*

The flat organizational structure at Bayridge had received the Board's approval and was to be fully implemented. There was to be a business manager to take care of technical details. There would be no chairmen, but a committee structure was established at the first staff meeting.

This development was the focus of much interest, as well as criticism in the County. Although members of the Planning Committee had discussed alternative staffing structures, the flat hierarchy came to be associated largely with the Principal. It was suggested that some of the Committee members had hoped to have headships at the new school and that the flat structure had led to the frustration of their plans. The Board itself was very interested in the success of the flat structure and had recently been involved in drawing up a set of flexible guidelines which would permit such variations in staffing arrangements throughout the County.

3. *Student - Teacher Grouping*

We have seen that the new school was designed with the view to facilitating team-teaching, interdisciplinary collaborations, and varied class size. However, it was also kept flexible, so that a more traditional approach could be used as the users wished. During Phase II, the planners chose to wait until the actual students and staff were identified, so that their own teaching and learning styles might be taken into consideration. The Area Superintendent expressed this concern early in Planning Phase II.

> Team teaching? - nothing planned yet. Integrated and collaborative? - no. We have not got the teachers yet, and I have not got them together yet. All of that I think has to evolve, and I am not going to lay it down.
>
> (Interview, March 26, 1974)

During the first year of implementation, experimentation in this direction was predictably low. The physical space in the temporary location was probably a real constraint in this area. Whether or not much experimentation took place during the second semester, once the school had moved to the new building, depended on the preferences of the staff at that point.

---

*Ibid.

4. *Innovative Curriculum*

We have seen that the Planning Committee designed the school building with a view to particular curricular aspects. However, the details of their program were lost in the move from Phase I to Phase II of planning. It appears to have been generally understood, however, that the curriculum would be highly innovative.

This aspect of the plans did not develop in that direction during Phase II. The school opened with a very traditional type of curriculum for grades nine and ten. This curriculum booklet was designed mainly by the Principal and the approach was consistent with his slower approach to change. He admitted that the building facilitated curricular experimentation, but, as with the other aspects of program, he wanted to wait to see what evolved:

> Innovative curriculum? - this will certainly be possible in that building. Multi-disciplinary courses? - ideal for that, but nothing is planned yet. You saw the curriculum booklet and it is very traditional and pretty well on the line because I think you have to have somewhere to start from.
>
> (Interview, March 26, 1974)

5. *Timetabling*

As we have seen, this sort of practical detail was not a central concern during Phase I. However, these decisions had to be made before the curriculum could be designed, so that the choice fell to the Principal. He felt that he was relatively free in making this type of choice and proceeded to study various types of semestering which had interested him already. In his explorations he looked at other models and consulted knowledgeable individuals. His preference for the half-credit type of semestering generated some opposition at the Program Planning Committee meeting held in December, and he met with a number of the committee members once more during the spring in order to discuss this issue. The final choice of half-credit semestering appeared to have been made mainly of his own accord. At a later time he hoped to have a mixed semester type of timetable, but had stated that suggestions from the relevant users would be taken into consideration before such decisions were made.

6. *Community Involvement*

We have seen that Bayridge was planned as a community-oriented school right from the start. Many aspects of the school building were designed specifically for this purpose and a considerable amount of discussion of this approach took place during Phase I. More recently, a number of outside events resulted in increased support for community involvement.

First of all, the Legislative Assembly's Select Committee on the Utilization of Educational Facilities came out strongly in favour of extending the school's horizons into the community. Although not actual legislation, the documents generated by the Committee certainly prompted much consideration and discussion regarding community involvement in schools; this must have been at least one of the stimuli behind the Frontenac Board's recent considerations of the issues involved in the community use of schools.

The Board's (and the new school's) statement of philosophy - Frontier I - supported this idea.

> The responsibility of the principal for the maintenance of a continuing liaison with the school community so that the school is aware of parental and community concerns and provision is made for the contribution of parents and the public to the development of school programs.

During Phase II, the Board formed a committee of principals in order to consider and to make recommendations to the Board concerning guidelines for community use of schools. Significantly, this committee was chaired by the Bayridge Principal. We asked the Principal about the philosophy of the committee and he offered a summary of their approach for us.

> I think the most significant statement from that is that people are involved in an advisory capacity rather than decision-making. This comes out loud and clear. The Director wants it that way and a lot of the principals want it that way. I expect the Board wants it that way and that is the way it will be.
>
> (Interview, March 26, 1974)

The then Chairman of the Board, in his inaugural speech, indicated the he thought of community involvement as the main priority for his term of office. He showed great interest in this aspect of Bayridge.

> It would have been nice to be able to provide... a facility which is the epitome of community involvement, community use of schools. All of those things could have been performed if the complex we originally...thought about could have been built...it will in fifteen years be exactly that as funds become available - playing fields where the community is involved, certainly a swimming pool. All of the things that will make Bayridge community a beautiful example of what can be done.
>
> (Interview, August 8, 1974)

The Principal himself was a long-time advocate of community involvement in schools. He was very active in this area during his last principalship at Ingersoll and repeatedly expressed his desire to blur the dividing lines between school and community:

> I feel that in many secondary schools kids lose touch with society...there's not enough people in the schools. If they are open and people go in and out, then...people look upon it as their school instead of facilities set up for teachers or something like that.
>
> (Interview, July 31, 1973)

His experience with community involvement included community use of the school facilities for educational and recreational purposes as well as people coming into the school as instructors. He had visited such community-oriented schools as Stephen Leacock and Lord Elgin. There was only one type of involvement about which he expressed concern:

> The one aspect I am not familiar with is the political one. The involvement in decision-making ...what checks and balances were placed on it... how far along that road you can go before you get stopped.
>
> (Interview, September 29, 1973)

He felt that advisory bodies must be taken seriously by those who make the decisions.

> I think these advisory committees will only last as long as they see some outcome. If they are ignored, then I think you get either confrontation or they just fold up and go away.
>
> (Interview, March 26, 1974)

Despite his interest and support for it, the principal expected that community involvement would not develop to any great extent during the first year at Bayridge because of the lack of permanent facilities during the first semester. The community, he felt, must have an actual building with which to identify.

The new school and its principal were publicly defined as having strong interest in community involvement through several news releases in local newspapers:

> The new school...is planned to include many facilities useful to the community. Among them a library, art and music rooms, a theatre arts room and a double gym are planned. Residents hope that a swimming pool may be added later at township expense.
>
> Principal-to-be, Bob Joyce, wants to open the school as much as possible to the community.
>
> Student attitudes and opinions are kept relevant by having adults other than teachers in the school feels Mr. Joyce.
>
> He is an advocate of intensive community use of schools.*
>
> The school plans to open channels of communication with the community so that there will be a free flow of information to parents and a corresponding feedback to the school of the interests and expectations of the community. The principal-designate for the school, R. A. Joyce, is studying schools with a strong community orientation with a view to ascertaining factors that have resulted in a positive thrust and profiting from those situations that have developed unhappily for school and community.**

It appeared that in the eyes both of the public and of the Board of Education, Bayridge Secondary School was coming increasingly to be defined as a community-oriented school. In an atmosphere of growing support for this orientation, the school promised to develop in this direction as soon as the new facilities permitted.

---

* "Bayridge School", The Kingston News, September 27, 1973, p. 2.

** "Bayridge Secondary School, First to Be Built By County Board", Frontenac County Board of Education Newsletter, December 20, 1973, p. 8.

III The Pre-Opening Perspective

THE STUDENTS' PERSPECTIVE

METHODOLOGY

In this chapter we examine the views of students, parents, and staff as they perceived Bayridge prior to its opening. These data were gathered in the Spring of 1974 when the new students, parents, and staff were identified or selected for the new school. Data were gathered by questionnaire from the total sample of each of the three groups. These include the total student body entering the school N = 232 (91% response), parents of all families 220 (50% were returned), and all staff - the principal, administrative assistant, and 18 teachers.

A student questionnaire was used to gather information concerning the students' perceptions of high school in general and of Bayridge Secondary School in particular. The major objectives were to identify the students' educational goals and to obtain their ideas concerning student role, teacher role, and parent role. Items were selected from previous relevant questionnaires used by the investigators and from other related research instruments. Once more, suggestions from Ministry Personnel and the principal were incorporated. A special section on the role of the guidance counsellor was developed in consultation with the new guidance teacher. Ten grade eight students, not in the Bayridge catchment area, pretested the questionnaire and the research team made minor simplifications and modifications accordingly. (See Appendix B for the final version of the Student Questionnaire).

After receiving permission from the Principal of Bayridge Secondary School, the Frontenac County Board of Education and the Director of the Separate School Board, the principals and/or guidance heads in each of the nine feeder schools were contacted, and arrangements to administer the questionnaires in the schools were made.

All of the students on the Preliminary Student Roster were included in our target sample. At the one secondary school (because of the large number involved) those students electing Bayridge Secondary School were assigned numbers. This enabled us to contact those students who had been absent or who had not completed our questionnaire. In the eight elementary schools the number of pupils was small enough so that the classroom teacher(s) could readily identify those Bayridge students who were absent.

The questionnaires were administered to the Bayridge students in the nine feeder schools in early June, 1974. The covering page explained the place of the student questionnaire in our overall study. The pupils of the grade eight classes were gathered in one room and the questionnaire was administered in a classroom period. The researchers attempted to convey a friendly and supportive attitude, explaining that the questionnaire was not a test and that there were no right or wrong answers. Students were encouraged to express their own ideas and assured that they would not be identified in any way.

The procedure followed at the only secondary school was somewhat different. The students who had signed option sheets for Bayridge Secondary School were to fill in a questionnaire in the cafeteria during their lunch period (all students remained for lunch). During the three forty-minute lunch periods the research team stationed themselves under a large sign at the cafeteria entrance. As each of the Bayridge students came to get the questionnaire, each signed her or his name and was assigned a number. In this way we were able to determine which students had not completed the questionnaire. Questionnaires addressed to each of these students were taken to the school and distributed in the students' homeroom. Students addressed any questions they had about the questionnaire to the guidance department. Completed questionnaires were returned to the guidance office and were collected by the researchers a few days later.

The return rate for the student sample was most encouraging. Only nineteen questionnaires were not returned. The following table indicates the rate of questionnaire returns in terms of absolute numbers and percentages. The response rate at the various feeder schools ranged from 80% to 100%.

Student Questionnaire

Target Sample	Number of Returns	Percentage of Returns
232	213	91.8

FINDINGS

In this section we present the findings of the student survey. These findings include the students' perceptions of education, of themselves, and of the roles that teachers, guidance counsellors, parents, and other adults should play in the school. All tables are included in the final part of this section.

As well as looking at the total frequencies and percentages, we have also analyzed the data in terms of the elementary versus the secondary students, and the male versus the female students. As well we have examined the data in terms of the students' educational aspirations.

1. *Educational Goals*

The largest number of students, over one-half, indicated that they planned post-secondary education of some kind. About two-fifths said they planned to attend university (this included those who said they wished to attend graduate or professional school). One-quarter of the students planned to graduate from high school and then to seek employment or to find employment before high school graduation. One-fifth of the students said they did not know what their future plans were (see Table 1 at the end of this section).

The male and female students responses to this question did not differ to any degree. Proportionately more of the secondary students than elementary school students were in the "uncertain" group. Proportionately more of the elementary than of the secondary school students planned some kind of post-secondary education (Table 2).

Students were asked to rate the importance of developing 10 particular skills (Table 3). Six of the skills were rated as "very important" by most students (over 80% in each case) with the remaining students rating them as "good to have but not very important." These skills were: doing well in English, math and science; understanding other people; the ability to think clearly and to solve problems; the ability to decide between right and wrong; the ability to get along in the outside world; and the ability to get along with members of the opposite sex. Somewhat fewer, but nevertheless the majority of students (over 60%) also regarded knowledge about jobs and work, and self-confidence and leadership ability as very important. Although the majority also considered preparation for college and university work as very important there were more who indicated that this did not matter to them than in any other case. Not surprisingly, it was less likely to be rated as important by those who did not plan some kind of post-secondary education. Creativity in art, music and drama is the skill which they felt least important. Only one-fifth of the students said this skill was very important although one-half thought it was good to have (Table 3).

We looked at the way that the secondary versus the elementary students rated these skills but there were no essential differences between them, with the single exception of the item on creativity, which tended to be rated as unimportant somewhat more often by the secondary school students.

Very few differences by sex were found. The only major difference was that females gave a much higher rating to understanding other people (91% vs 71%).

Further breakdowns by the students' educational aspirations showed that those planning on higher education were more likely to emphasize the importance of academic skills (English, math, and science), the ability to think clearly and solve problems and preparation for college work in general. They were less likely than those who planned to work to say that creativity did not matter to them, although they clearly did not think it very important (Table 4).

2. *Teacher and Guidance Role*

The students were queried about the roles a teacher should play. We asked questions which would reveal the students' ideas about what a teacher should be and how he or she should act. A number of teacher attributes were listed and students were asked to rate these according to their importance: (1) this very important to me; (2) good to have but not very important; (3) this does not matter to me; and (4) I would not like this. Almost all students (over 90%) felt that treating all students fairly was a very important characteristic of the teacher's behaviour. Almost as many, (over 80%), rated as very important that teachers be friendly and encouraging, able to understand the student's point of view on school matters, and very clear and specific in their expectations of the students. Somewhat fewer (but at least 50%) of the students indicated that it was very important that teachers have the following attributes and capacities: they should make studies relevant to the real world; they should encourage students to be original and creative; they should keep trying out new ways of doing things in class; they should be concerned about the student as an individual; they should be willing to help students with personal problems; they should involve students in deciding how classes should be run; they should make classes entertaining; and they should be an expert in their subject area. Slightly less than half of the respondents felt it was very important that the teachers push the students to the limits of their abilities. Clearly, the students' expectations of the teachers were very high in almost all areas. The greater emphasis seemed to be placed on the affective (as opposed to the cognitive) aspect of the student-teacher relationship. The students seemed to want a teacher who would treat them fairly and who was friendly and encouraging. Students did not feel that the expertise of the teacher or the teacher's ability to ensure that students maximize their potential were as important (Table 5).

We looked for possible differences in the way that the elementary and the secondary school students answered this section. The only major difference concerned teachers making the classes entertaining. Only one-half of the elementary school students felt this to be very important, while three-quarters of the secondary school students did so. Perhaps the latter had been more exposed to "non-entertaining" classes? Other minor differences (of 12-14%) were that teacher expertise seemed to be slightly more important to the secondary students, as was willingness to involve students in the decisions on how classes were taught. The aspect of teacher role which both the elementary and secondary school students disapproved of most was the teacher pushing the students to the limits of their abilities. This was particularly true at the secondary school level (Table 6).

We also looked for differences in the way the males and the females in the sample responded to this question. More female than male students rated the affective aspects of the teacher role as very important. More of the female students thought it was very important that the teacher be friendly and encouraging, be concerned about the students as individuals and try to understand the students' point of view. As well, more of the female students said that trying new methods in the class was very important. Fewer male students attached as much importance to trying new methods but still said that it was "good to have" (Table 7).

Perception of teacher role varied according to educational aspirations. Those students who planned post-secondary education compared to those planning high school or less were more likely to be concerned with the teacher's expertise (64% vs 49%) and to rate as very important that the teacher encourage students to be original and creative (70% vs 57%), make studies more relevant (77% vs 65%) and push students to the limits of their abilities (53% vs 28%). The students who planned high school education or less were more likely to rate the teacher's readiness to help with personal problems as being very important.

In order that the new school's guidance department might acquaint themselves with the expectations of their prospective students a number of questions about the role of the guidance counsellor were posed. Of the nine guidance functions listed, two were indicated by about two-thirds of the students as things they personally would like the counsellor to do. These concerned the provision of information about colleges and universities and assistance with problems related to school work. Approximately half of the students indicated that they personally would like the counsellor to help them with career planning, to talk to them about personal problems, to assist them with job placement, to help them select their courses, and to be willing to meet with their teachers about their progress and to communicate with their parents about their needs. Only about a third of the students wanted counsellors to help arrange for remedial reading and writing and to talk with parents about their ideas on student needs (Table 8). Those students who did not personally want such aid from counsellors nevertheless tended to indicate that they should be available to others. Few students indicated that any of the items should not be performed by counsellors. Notable exceptions to this concerned talking to students about personal problems, and communicating with teachers and with parents about the student. Approximately 10% of students responded in each of these categories.

Slightly more of the secondary than of the elementary school students indicated a desire to talk with the guidance cousellor about personal problems. Both groups, however, felt that the service should be offered. In the questions about job placement, arranging extra help in reading and writing and communicating with parents about student needs, relatively more of the elementary school students indicated that they were personally interested in these services; the secondary school students felt the services should be offered though they did not identify themselves as users.

In general the ideas of the male and female students concerning guidance roles were found to be the same, with the one exception that males were slightly more interested in having the counsellor assist them with job placement.

The data were also broken down by the educational aspirations of the students. Proportionately more of those students who planned to seek employment before or immediately after high school graduation wanted guidance counsellors to assist them with school work problems as well as with job placement when they were seeking employment.

3. *Student Role*

Respondents were asked to indicate their opinions of student involvement in the making of decisions. Five types of school decisions were listed and the students indicated whether they felt that students, in general, should be involved "always," "sometimes," or "never." Although almost all of the respondents indicated they were in favour of such involvement, the majority (over half) tended to qualify this by using the "sometimes" category. One exception to this concern the decisions about extracurricular activities. Two-thirds of the students indicated they would "always" like to be involved. A few of the students (13%) had definite reservations about having some say in what happened in a particular class. This might have been because of their lack of experience and their feeling that they "do not know enough about the subjects," as one student expressed it (Table 9).

Relatively more of the secondary students indicated their willingness to "always participate." The elementary school students seemed more hesitant about assuming responsibility and most frequently indicated that students should "sometimes" play a role in decision-making (Table 10).

When asked if they personally would be interested in having some voice in these areas of decision-making, the majority of the students said they would like to participate. Here again, their choice was to participate "sometimes" rather than "always." Moreover, the proportion of respondents who said they would "never" participate almost doubled (to about 15%) when asked specifically if they "personally" would participate (Table 11).

A slight but consistent difference between the secondary and the elementary school students shows that the former were not as prepared to commit themselves to personal involvement in decision-making as the latter. Surprisingly, the greatest difference (18%) concerned the item regarding school curriculum decisions (Table 12).

The male students were slightly, though consistently, more receptive to the idea of personally participating, either "sometimes" or "always," than were the female students (Table 13).

Answers to questions about personal participation were examined in light of the students' future plans. Generally, relatively more of the students who planned some kind of post-secondary school education (compared with those who planned to seek jobs before or after a high school graduation) indicated a desire for "personal" participation in decision-making, although the differences were very slight (5-12%).

4. *The Role of Parents and Other Adults*

We asked students to indicate their feelings about the participation of parents and other adults in the decisions regarding the same five aspects of school life. The majority of the students clearly did not think parents in general should be involved in decision-making. There was one area in which the student group was ambivalent, however. Almost an equal number of students stated approval as stated disapproval of parents helping to decide what subjects should be offered. Between 10 and 20% of the students (depending on the category) were undecided about these issues (Table 14).

The elementary school students as a whole seemed more receptive towards the idea of parent participation in decision-making. This might be explained by an exposure to community involvement, parent participation at the primary school level and the existence of home and school associations at some of the elementary schools (Table 15).

Again differences in sex and level of educational aspiration did not appear to alter the response patterns for parental involvement in the schools.

Students were asked how they would feel about the involvement of their own parents in three other aspects of school life. Generally speaking, they were not in favour of such involvement. Nearly half of the students said they would not like their parents to be members of school committees or to help in the school library or office. About a quarter of the students indicated they were undecided. They rejected even more forcefully the idea of their parents working in the classroom. Three-quarters of the students said they would not like this (Table 22).

Students were somewhat more positive about such involvement by adults other than their parents. Slightly more than half of them said they would like to have adults working in the library or office. On other adults working in the classroom, opinion seemed to be evenly split, with approximately one-third of the responses in each of the categories: "would like it," "would not like it," and "don't know" (Table 17).

There seems to be more resistance from the secondary than from the elementary school students concerning parent and general adult participation in the school program, with the single exception of the item concerning adults (other than parents or teachers) helping in the school library or office. There was no difference between the way that these two groups responded to this item. Perhaps the elementary students found the principle of parent and other adults participation more acceptable than did their secondary school counterparts because they had experienced adult and parent volunteers in their school. One of the elementary feeder schools in particular had a very extensive volunteer program (Table 17).

How would you feel about your father or mother being a member of a committee in the school, setting goals, objectives and rules and regulations, deciding what subjects should be offered and what happens in a particular class, and developing the program of extra-curricular activities?

"Because it isn't the parents that have to go by the rules."

"Sometimes they might have good ideas, and other times they might not."

"It depends on how much they will have to do with the school. I would not like a teacher to be nice to me because my mom or dad are on the committee."

"Parents should know what is going on in the school."

"Some things that parents think are not what we want."

"I don't care."

"I wouldn't really know because neither of my parents have been on a committee for school."

"I think that sometimes the teachers and students could solve many of the problems, but parents can help also. It's always nice to have that "helping hand."

"They might be old fashioned in some ways, i.e. not being able to wear jeans."

"Depends on the situation."

"Old fashioned ideas."

"Should not be involved in all committees."

"Depending on the situation."

"They don't (know) all about what I like or how I sometimes express myself."

"The topic about parents helping bothers me a bit, for if a parents gets into the school they worry, and are on your backs twice as much (comment also applicable to questions 53 and 55)."

"This would be good for the parents to do this because they need to have some say in their student's schooling."

"What's with the parents? As if they would have enough time anyway."

How would you feel about adults (other than your parents) working in the classroom helping the teacher?

"Some adults would be all right, but parents are always trying to make things better for their kids and it spoils a lot of things, but if the person is like 'X', yes. A person that really understands."

"If teachers do get extra parents help, the parents may make a mistake and cost the student marks on a project, essay etc."

"You could get extra help, but that parent's child would get more help from the parents."

"If they are nice."

"How would they help the teachers?"

"Too many parents bug me."

"It would be all right if the teacher had a large class or if she was teaching something difficult when most students need help."

"They might have different ideas from those of your teacher, you would have one more extra person to get to know."

"It would be all right if she or he knew enough about the subject to teach it successfully."

"Because if you did something wrong and didn't want your parents to know they would probably tell."

How would you feel about your mother or father working in the classroom helping the teacher?

"They might tell me off after school and play it cool other days."

"It would be all right if she or he know enough about the subject to teach it successfully."

"I think she would be more interested in my work instead of helping others."

How would you feel about adults (other than your parents or teacher) helping in the school library or office?

"Because they know what types of books I like."

"I don't care."

"Well I don't think it would hurt."

"It wouldn't matter."

"It doesn't really matter to me."

"I would like to see the communities be involved in schools more if they wish."

How would you feel about your mother or father helping in the school library or office?

"It wouldn't matter to me."

"Well if they want to they can."

"It would be O.K."

"It doesn't really matter to me."

5. Learning Styles

We asked students to state which of six learning styles they found most effective. Nearly half of the students preferred class discussion. The next choices were: (1) discussions between teacher and student (one-fifth); (2) their own independent study; and (3) working with others on a project. Only a very few of the students said they learned effectively through small group discussions or teachers' lectures (Table 18).

Although it was the first choice of both groups of students, proportionately more of the secondary school students seemed to prefer class discussions. There were about the same number of students indicating they learned most effectively in the other learning styles (Table 19).

No significant differences were found when we examined the data in terms of males and females and levels of educational aspiration.

6. About High School

We asked students about the first time they had heard about the new high school. Almost half of the students said they had heard about it by the summer of 1973. An additional 20% had heard by December 1973. Only 10%

had not heard by the spring of 1974 (Table 20). The students first heard about the school from various sources. The main sources were school staff, other students or friends and family (one-fifth in each category). Other, though less frequent, sources were the media and "hearsay" (Table 21). More of the elementary school students than their counterparts in high school first heard about the school from their families (Table 22).

Most of the students, male and female, elementary and secondary school students, said they talked "a little" (as opposed to "a great deal") with their parents about high school (Table 23).

Almost three-quarters of the students indicated that they had some questions about high school. However, only a few of the students elaborated and explained what their queries were. Perhaps the students felt pressed for time when completing the questionnaire and therefore did not take time to express their concerns. Students may have had questions in their minds but these might have been nebulous anxieties which they could not yet articulate. At the time the questionnaire was administered the students' holidays were very close at hand. This may also have been a deterrent. Students may have been reluctant to discuss the next school year as their present one was just drawing to a close. Although some students had questions about the curriculum, the teaching staff, the student life (extra-curricular activities, dances, etc.), most of the questions asked concerned the new school building under construction (Table 24).

(All figures indicated in tables represent percentages unless otherwise indicated.)

Elementary (Grade 8, 1973-74) N = 132
Secondary (Grade 9, 1973-74) N = 81
T = 213

Table 1

Students' Educational Aspirations

What are your plans for your future at this time?

		% of students
1.	Go to work before graduating from high school	10
2.	Go to work right after graduating from high school	15
3.	Attend community college, technical institute, or business college	12
4.	Attend university	26
5.	Complete university and continue with graduate school or professional training	16
6.	Don't know	20
7.	Other	1

Table 2

Educational Aspirations of Elementary Vs. Secondary School Students

		% of Secondary School Students	% of Elementary School Students
*1.	High School education or less	27	23
**2.	Post-Secondary school education	44	61
3.	Undecided	29	16

* Includes: a) go to work before graduating from high school
b) go to work right after graduating from high school

** Includes: a) attend community college, technical institute or business college
b) attend university
c) complete university and continue with graduate school or professional training

Table 3

Importance of Skills

How important is it to you to develop the following skills from your high school education?

	very important	good to have but not very important	does not matter
Doing well in English, math, and science	85%	13%	2%
Creativity in art, music, or drama	19	51	29
Knowledge about jobs and work	74	26	1
Preparation for college/university work	62	22	16
Ability to think clearly and to solve problems	88	9	1
Ability to decide between right and wrong	84	14	2
Ability to get along in the outside world	89	9	2
Understanding other people	82	15	3
Self-confidence and leadership ability	66	28	6
Ability to get along with members of the opposite sex	82	14	3

Table 4

Importance of Skills by Educational Aspirations

	High School or Less			Post-Secondary			Don't Know		
	Very important	Not very important	Doesn't matter	Very important	Not very important	Doesn't matter	Very important	Not very important	Doesn't matter
Doing well in English, math, and science	68	24	8	92	8	-	91	9	-
Creativity in art, music, or drama	22	29	49	20	57	24	16	63	21
Knowledge about jobs and work	78	22	-	73	27	-	70	28	2
Preparation for college/university work	14	41	45	89	9	2	49	33	19
Ability to think clearly and to solve problems	75	22	2	94	5	1	91	7	2
Ability to decide between right and wrong	86	12	2	82	15	3	88	12	-
Ability to get along in the outside world	88	12	-	89	8	3	90	7	2
Understand other people	80	16	4	81	17	3	88	7	5
Self-confidence and leadership ability	63	31	6	66	27	7	65	30	5
Ability to get along with members of the opposite sex	86	14	-	80	16	4	91	9	-

Table 5

Student Impression of Teacher Role

How important is it to you that your teachers act in the following manner?

	Very important	Good to have but not very important	Doesn't matter	I would not like this
Teachers should be concerned about me as an individual.	62	29	7	2
A teacher should be a real expert in this subject.	57	32	10	1
Teachers should be friendly and encouraging to students.	86	13	1	1
They should make the classes entertaining.	59	33	7	2
Teachers should push students to the limits of their abilities.	44	23	9	24
They should encourage students to be original and creative.	64	26	6	3
They should make studies relevant to the real world.	72	20	6	2
Teachers should try to understand the students' point of view on school matters.	86	9	3	1
They should involve students in deciding how classes will be taught.	59	26	10	5
Teachers should keep trying out new ways of doing things in class.	63	24	10	3
They should be very clear and specific about what is required of the students.	80	16	2	1
They should treat all students fairly.	94	4	-	1
Teachers should be ready to help students with personal problems, if necessary.	60	26	9	5

Table 6

Elementary Vs. Secondary Students' Perceptions of Teacher Role

		Very important	Good to have but not important	Does not matter	I would not like this
Teachers should be concerned about me an an individual.	Sec.	58	29	10	4
	Elem.	65	29	5	1
A teacher should be a real expert in his subject.	Sec.	65	28	2	4
	Elem.	51	34	15	-
Teachers should be friendly and encouraging to students.	Sec.	88	10	1	1
	Elem.	85	15	1	-
They should make the classes entertaining.	Sec.	74	20	4	3
	Elem.	49	40	9	1
Teachers should push students to the limits of their abilities.	Sec.	37	22	12	28
	Elem.	49	24	6	21
They should encourage students to be original and creative.	Sec.	62	25	7	6
	Elem.	66	28	5	2
They should make studies relevant to the real world.	Sec.	67	21	10	3
	Elem.	75	20	4	1
Teachers should try to understand the students' point of view on school matters.	Sec.	85	6	6	3
	Elem.	86	11	1	1
They should involve students in deciding how classes will be taught.	Sec.	67	24	4	6
	Elem.	54	28	14	4
Teachers should keep trying out new ways of doing things in classes.	Sec.	68	17	10	5
	Elem.	60	29	10	2
They should be very specific about what is required of the students.	Sec.	80	15	2	3
	Elem.	81	17	1	1
They should treat all students fairly.	Sec.	93	5	-	2
	Elem.	96	4	-	1
Teachers should be ready to help students with personal problems, if necessary.	Sec.	59	26	10	5
	Elem.	60	27	8	5

Table 7

Male Vs. Female Student Perceptions of Teacher Role

		Very important	Good to have but not important	Does not matter	I would not like this
Teachers should be concerned about me as an individual.	Male	49	38	11	2
	Female	72	22	3	2
A teacher should be a real expert in this subject.	Male	54	32	14	-
	Female	58	33	7	3
Teachers should be friendly and encouraging to students.	Male	79	19	2	-
	Female	91	8	-	1
They should make the classes entertaining.	Male	57	31	10	2
	Female	59	34	5	2
Teachers should push students to the limits of their abilities.	Male	43	27	10	21
	Female	44	21	8	26
They should encourage students to be original and creative.	Male	60	32	6	1
	Female	67	22	6	5
They should make studies relevant to the real world.	Male	69	20	9	2
	Female	74	20	4	2
Teachers should try to understand the students' point of view on school matters.	Male	77	18	4	1
	Female	93	3	3	2
They should involve students in deciding how classes will be taught.	Male	54	26	13	7
	Female	62	27	8	3
Teachers should keep trying out new ways of doing things in class.	Male	57	31	10	2
	Female	67	19	10	3
They should be very clear and specific about what is required of the students.	Male	77	19	3	1
	Female	83	15	1	2
They should treat all students fairly.	Male	92	7	-	1
	Female	97	2	-	2
Teachers should be ready to help students with personal problems, if necessary.	Male	55	33	7	4
	Female	64	21	9	6

Table 8

Student Impression of Guidance Role

What sorts of things would you expect guidance counsellors to do?

	Would like counsellors to do this for me	Should be available even if I do not need it	Doesn't matter *
Help students plan for careers.	48	46	1
Provide information on colleges and universities.	64	31	3
Assist students who are having problems with school work.	61	32	3
Talk to students about personal problems.	40	44	11
Assist with job placement for those seeking employment.	53	37	5
Help students select their high school courses.	48	40	9
Arrange for extra help in reading and writing courses for those who need this.	33	53	8
Be willing to meet with teachers to discuss the student's progress.	45	34	12
Be willing to communicate with parents about the student's needs.	42	37	12
Talk with parents about their ideas concerning student needs.	38	37	13

---

* Don't Know category is omitted since less than 10% of respondents used it in any category.

Table 9

Student Role in Decision-Making in General

Do you think students in general should have some say in making the following decisions?

	Always	Sometimes	Never
Setting the goals and objectives of the school.	31	60	4
Setting school rules and regulations.	29	56	9
Deciding what subjects should be offered in the school program.	33	51	6
Developing the program of extra-curricular activities (e.g. school clubs).	68	29	1
Deciding what happens in a particular class (e.g. topics, studies, books, etc.).	21	59	13

Table 10

Elementary Vs. Secondary School Students' Opinions About General Student Roles in Decision-Making

		Always	Sometimes	Total
Setting the goals and objectives of the school.	Sec. Elem.	41 24	51 66	92 90
Setting school rules and regulation (e.g. dress code).	Sec. Elem.	30 29	53 58	83 87
Deciding what subjects should be offered in the school program.	Sec. Elem.	38 30	30 55	68 85
Developing the program of extra-curricular activities (e.g. school clubs).	Sec. Elem.	75 63	21 34	96 97
Deciding what happens in a particular class (e.g. topics studied, books, etc.).	Sec. Elem.	27 18	55 62	82 80

Table 11

Personal Involvement of Students in Decision-Making

	Always	Sometimes	Never
Setting goals and objectives of the school.	19	53	15
Setting school rules and regulations (e.g. dress code.)	29	47	12
Deciding what subjects should be offered in the school program.	24	53	14
Developing the program of extra-curricular activities (e.g. school clubs).	45	43	4
Deciding what happens in a particular class (e.g. topics studied, books, etc.).	17	53	16

Table 12

Personal Involvement of Secondary Vs. Elementary School Students in Decision-Making

		Always	Sometimes	Total *
Setting the goals and objectives of the school.	Sec.	16	49	65
	Elem.	21	55	76
Setting school rules and regulations (e.g. dress code).	Sec.	26	48	74
	Elem.	31	47	78
Deciding what subjects should be be offered in the school program.	Sec.	23	43	65
	Elem.	24	59	83
Developing the program of extra-curricular activities (e.g. school club).	Sec.	37	44	81
	Elem.	49	42	91
Deciding what happens in a particular class (e.g. topics studied, books, etc.).	Sec.	19	47	66
	Elem.	17	57	74

*Percentages do not equal 100 because the 'Never' category has been omitted from the table.

Table 13

Personal Involvement of Male Vs. Female Students in Decision-Making

		Always	Sometimes	Total *
Setting the goals and objectives of the school.	Male	23	51	74
	Female	16	55	71
Setting the school's rules and regulations.	Male	27	51	78
	Female	32	45	77
Deciding what subjects should be offered in the school program.	Male	31	50	81
	Female	19	54	73
Developing the program of extra-curricular activities (e.g. school clubs).	Male	46	46	92
	Female	44	41	85
Deciding what happens in a particular class (e.g. topics studied, books, etc.).	Male	23	54	77
	Female	12	52	64

*Percentages do not equal 100 because the 'Never' category has been omitted from the table.

Table 14

Elementary Vs. Secondary School Student Perceptions of the Role of Parents and Other Adults

		Would not like it	All right sometimes	Like it	Don't Know
How would you feel about your mother or father being a member of a committee in the school, making decisions?	Sec.	55	13	16	16
	Elem.	35	14	18	33
How would you feel about adults (other than your parents) working in the classroom helping the teacher?	Sec.	41	6	27	25
	Elem.	24	9	44	23
How would you feel about your mother or father working in the classroom helping the teacher?	Sec.	85	1	9	5
	Elem.	70	3	12	15
How would you feel about adults (other than your parents or teachers) helping in the school library or office?	Sec.	16	6	48	30
	Elem.	14	6	58	21
How would you feel about your mother or father helping in the school library or office?	Sec.	66	2	15	17
	Elem.	31	5	38	25

Table 15

Student Perceptions of the Role of Parents and Other Adults

Do you think that parents should have some say in making the following decisions about what goes on in the school?:

	Yes	No	Don't Know
Setting the goals and objectives of the school.	25	56	19
Setting the school's rules and regulations.	17	72	11
Deciding what subjects should be offered in the school program.	40	46	13
Developing the program of extra-curricular activities.	35	53	12
Deciding what happens in a particular class (e.g. topics studied, books, etc.).	18	69	13

Table 16

Elementary Vs. Secondary School Students' Perceptions of the Role of Parents and Other Adults

Do you think that parents should have some say in making the following decisions about what goes on in the school?

		Yes	No	Don't Know
Setting the goals and objectives of the school.	Sec.	15	63	22
	Elem.	32	52	17
Setting the school's rules and regulations.	Sec.	11	78	11
	Elem.	21	68	11
Deciding what subjects should be offered in the school program.	Sec.	32	52	16
	Elem.	47	43	11
Developing the program of extra-curricular activities (e.g. school clubs).	Sec.	21	67	12
	Elem.	43	46	11
Deciding what happens in a particular class (e.g. topics studied, books, etc.).	Sec.	17	72	11
	Elem.	19	67	14

Table 17

Student Perceptions of the Role of Their Own Parents and Other Adults

	Would not like it	All right sometimes	Like it	Don't Know
How would you feel about your mother or father being a member of a committee in the school, making decisions?	43	13	17	26
How would you feel about adults (other than your parents) working in the classroom helping the teacher?	30	8	38	24
How would you feel about your mother or father working in the classroom helping the teacher?	76	2	10	11
How would you feel about adults (other than your parents or teachers) helping in the school library or office?	15	6	54	24
How would you feel about your mother or father helping in the school library or office?	44	4	30	22

Table 18

Students' Preferred Learning Style

How do you feel you learn most effectively?

With the teacher lecturing.	3
Discussion between teacher and students.	20
Through your own independent study.	13
In class discussions.	44
In small group discussions.	9
Working with others on a project.	12

Table 19

Elementary and Secondary School Student Reponses Indicating Preferred Learning Style

How do you feel you learn most effectively?

	Secondary	Elementary
With the teacher lecturing.	3	3
Discussion between teacher and student.	24	18
Through your own independent study.	9	15
In class discussions.	51	39
In small group discussions.	2	12
Working with others on a project.	11	12

Table 20

Time the Students Heard About the New School

When did you hear for the first time that there would be a new school in your area?

Before September '72	7
'72-'73 school year	34
Summer '73	7
Fall term '73 to Christmas	22
Spring term '74	23
Don't remember	8

Table 21

Students' Source of Information

How did you find out?

At school in general	9
School staff	22
Other students or friends	20
Public media	11
Family	20
Talk or hearsay	14
Don't remember	4

Table 22

Sources of Information for Elementary and Secondary School Students

How did you find out?

	Secondary	Elementary
At school in general	13	6
School staff	25	20
Other students or friends	18	21
Public media	17	8
Family	11	24
Talk or hearsay	10	16
Don't remember	6	4

Table 23

Parents/Student Communication About School

Have you and your parents talked about high school?

Yes, a great deal	25
Yes, a little	61
Very little or not at all	14

Table 24

Students' Questions About High School

	%	(f)
Building or other physical aspects of the school.	16	(34)
Curriculum	7	(14)
Student Life	6	(13)
Teachers	6	(12)
General, Miscellaneous	5	(10)
Total	N =	83

*Total comments = 83. Thus, the majority of students did not state any questions.

THE PARENTS' PERSPECTIVE

METHODOLOGY

A survey instrument with questions concerning ideas about involvement and decision-making in the schools was designed for the Bayridge parents. We were also interested in the parents' perceptions of the new school. How much and what kind of information did they possess about Bayridge Secondary?

The parent questionnaire was developed after consulting questionnaires used in the previous research of the principal investigators (e.g. School Change Project[*], The North Battleford Comprehensive High School Study and the Loyalist Collegiate and Vocational Institute Study). The instruments developed in the Citizens' School Survey[**] were examined as well. Successive drafts of the questionnaire were sent to the Ministry supervisory officials at the central and regional levels and to the principal. The final version of the questionnaire (fourteen pages), which incorporated suggestions from these individuals, was finalized by the middle of April. (See Appendix C.) Following approval by the Board of Education, the research team proceeded to mail the questionnaires to the parents identified for us by the school principal. All of the parents of the students who appeared on the preliminary Bayridge Student Roster were included in our target sample. Single parent families were identified by the feeder schools and in this case only one questionnaire was sent out. To facilitate the returning of the completed questionnaires, a prepaid, addressed envelope was included with each. A total of four hundred and thirty-one questionnaires were mailed to two hundred and twenty-seven homes. The data were collected in the period April, 1974 to July, 1974.

While the parents were not identified by name, as the completed questionnaires were returned the numbers assigned for administrative purposes were noted. Each questionnaire was assigned a new number, a family number which allowed us to match a couple, i.e. the mother and the father of the same family. In the second week of May we phoned all families where one or both of the parents had not returned their questionnaires. The caller explained that we were making certain that they had received the questionnaire (a Federal mail strike had occurred at the time of our mailing) and asked if they were going to complete the questionnaires to fill them in and return them to us. A number of students who would not be attending Bayridge were identified through these calls, accordingly reducing the number of valid respondents to four hundred and twenty-seven individuals or two hundred and twenty families.

---

[*] See Michael Fullan and Glenn Eastabrook. School Change Project-Interim Report of Findings. An informal publication of the Department of Sociology in Education, The Ontario Institute for Studies in Education, 1973.

[**] The Citizens' School Survey was developed by the Management Institute in Worthington, Ohio.

In the first week of July a letter was sent to all parents on our valid respondents list, thanking those who had participated in the study and encouraging those who had not to do so if possible. Data collection was terminated on July 19 and by that time we had heard from one or both parents in half of the families.

Parent Questionnaire

	Target Sample	Number of Returns	Percent of Returns
Individuals	427	190	44.5%
Families (one or both parents)	220	110	50%

Since research using mailed questionnaires as the data source tends to be limited because of relatively low response rates (25 to 40% is usual), we used several techniques to encourage a high rate of return from the parents. First, we tried to provide as much explanation as possible on the front page of the questionnaire in order to show the relevance of the study. Parents were invited to contact members of the research team if they had questions about the study or any aspect of the new school. Parents expressed many concerns on the questionnaires and during our telephone conversations. Some parents felt their opinions would go unheeded: "It is apparent that this questionnaire is attempting to justify, after the fact, decisions etc. that have been cut and dried for quite some time." And, "I do not feel that this will accomplish anything of usefulness." Other parents indicated that they did not feel confident or capable enough to state what their ideas were: "I have left some spaces as I really feel what I had to say would be of no help." Still others thought the questionnaire would be of some use: "I would like to congratulate your group for developing such a survey (although I don't feel I have contributed that much) as it demonstrates a solid interest in the new school on your part."

Members of the research team had conversations with twenty-three parents. Although the individual response rate was lower than we had hoped, a return of 50% of the families is adequate to make fruitful analysis possible. We do have a large input concerning the parents' perceptions of the new school and their concerns and expectations during the planning stage. The fact that all parents did not respond might be explained by the fact that parents who knew very little about the new school were unable to react as comprehensively as they felt was required. However, at the time it was impossible to verify this. If we had said anything more about the new school it would have been self-defeating in terms of identifying information the parents possessed and their sources of information.

Using the data from the parent questionnaires the research team was able to examine the differing views of the parents about such issues as educational decision-making and parent participation in the schools. We asked the parents a number of questions about the role of the Board of Education, the Prinicpal, the teachers, the students and the parents. We also asked them about their ideas concerning personal involvement in decision-making and in school activities.

The data were examined for possible differences between the way that fathers as opposed to mothers responded. We had approximately equal numbers of fathers (93) and mothers (97) among the respondents.

It should also be noted that in most cases we had both parents in a family return questionnaires. Only twenty-nine respondents were the only ones in the family to take part in the survey, and of these, four were known to be single parents.

FINDINGS

1. Parents' Involvement in Their Children's Present Schools

The questionnaire began with a number of items which attempted to find out the nature and extent of the parents' involvement in the schools their children were attending at the time. The answers to these questions are summarized in Table 1 at the end of this section.

When asked about parents' associations, nearly half of the respondents indicated that no such association existed in their schools. An additional one-quarter of the parents said that they did not know whether or not an association existed. Only 24% of the parents (fifty-four individuals) reported that there was some sort of parents' association at their school.

We asked parents about the nature of their involvement in these associations. Only about half of those who had associations said that they ever attended meetings, and of these five attended only 'Seldom.' Twelve of them said they attended 'Some' meeings, while another six attended 'Most.' Two parents (both mothers) were members of committees. In brief, only about twenty parents, or approximately 10% of all respondents, could be said to have had some sort of active involvement in the parents' association in their schools.

We asked parents whether they usually went to the school to talk with teachers or with the principal on their own initiative, or whether they needed to be invited. About one-third of the parents indicated they tended to go on their own initiative, while the others said they usually went only when asked. Mothers were slightly more likely to go on their own initiative than were fathers. Approximately three-quarters of the parents indicated that they had paid at least one such visit to the school during the current year. Nearly a quarter had gone twice, and about one-fifth had visited the school three or more times in order to talk to a teacher or the principal. As might be expected, fathers were somewhat less likely to have gone than mothers.

We also asked parents whether they had visited the school for some reason other than to talk to the staff. Three-quarters of the parents said they had done so. Again, mothers were more likely to have paid such visits to the school, with over 80% indicating they had done this, while only two-thirds of the fathers did so.

We asked those who had visited the schools to specify their reasons for the visit(s). Of the one hundred and thirty-eight parents who had indicated that they visited the school, almost all (102) had attended an open house or parents' night. Well over half (88) had attended some of the childrens' activities (e.g. play or sports). All other reasons were each given by 15% or less of the one hundred and thirty-eight parents. These included helping out in classroom, library, or some other part of the daytime program, seeing one's child about a private matter, attending continuing education courses, and participating in other activities not related to the daytime instruction. Other 'miscellaneous' activities included items such as the following:

To attend meeting of parents interested in Bus Service to Bayridge Public School for students outside a one mile radius.

For a meeting in connection with next year's courses.

Meetings about Bayridge Secondary School and Bayridge Pool.

I teach a continuing education course.

2. *Decision-Making Concerning School Matters*

We asked the parents for their ideas about educational decision-making. Who should be involved in the decision-making process at the new school? Should these people act mainly in an advisory capacity or should they be involved in making the final decisions about: educational goals and objectives; school rules and regulations; grading and reporting practices; curriculum; course of subjects; and methods of instruction and extra-curricular activities (Tables 2-7)?

A large majority of the parents thought the Board of Education should act in an advisory capacity in making decisions about most of these school activities. A somewhat smaller proportion (slightly over half of the parents) indicated that the Board should act in an advisory capacity in decision-making about the best course of subjects, methods of instruction and extra-curricular activities. Similarly, parents strongly supported involvement by the Board in final decision-making. They were, however, less inclined to favour the Board making the final decisions about grading and reporting practices (64%), course subjects, methods of instruction (54%), and extra-curricular activities (47%).

Most of the parents did not think students should take part in making final decisions in any of the school-related activities, with the exception of decisions related to course of subjects, methods of instruction and extra-curricular activities. The majority of parents said students should, however, act in advisory capacities and they overwhelmingly (99%) indicated that students should act as advisors of extra-curricular matters. Generally, a majority of parents felt that they, as a group, should act in an advisory capacity rather than make the final decisions. They did see themselves, however, involved in final decision-making about the best course of subjects and methods of instruction for their child (75%), and extra-curricular activities (63%).

Parents consistently saw the principal and the teachers as the people who made almost all of the decisions. The parents indicated that the principal and the teachers should be involved in both advisory and final decision-making capacities regarding all school-related activities.

Parents were asked to identify other people they felt should be involved in making decisions. Some of their suggestions follow.

Others who should be involved in decisions about educational goals and objectives for the new school:

> Leading educators could be asked for opinions or advice.
>
> People in the community, e.g. business managers, labour leaders, ministers.
>
> This has to be a joint or combined action involving parents, teachers, students, and principal and decisions reached based on the mutual and most beneficial reasons for all.
>
> All should be involved.

Others who should make decisions about the curriculum:

> Any genuinely interested adult who may not have children.
>
> Community members involved in business activities who will be potential employers or fellow workers.

Others who should make the decisions about the best course of subjects and methods of instruction:

> This again requires guidance from someone more knowledgeable than the student as to what courses to take.
>
> Guidance counsellors.
>
> Education specialist from the university.

Others who should make decisions about extra-curricular activities for students:

> Members of the community, i.e. partners, musicians, dancers, sportsmen, etc.
>
> Interested groups or individuals with crafts etc. to offer.

The difference in the responses of the males and females is interesting to note. A significantly larger proportion of mothers than fathers favoured the involvement of teachers, students, and parents in final decision-making about educational goals and objectives and school rules and regulations.

Parents were asked if they personally would be interested in having some involvement in the making of decisions concerning the school activities (Table 8). While parents in general thought parents should be involved (Table 2 to 7), most of the parents said that they personally were not interested in this kind of involvement with the school. The one exception was that more parents (45%) than not (35%) said they would be interested in designing the instructional program for their own child.

Parents were questioned about helping at the new school in various capacities: as a teacher aide in the classroom; as a resource person in the library or in a special subject area; in the office; in a continuous or community education program. Most of the parents (62-84%) say that they were not interested in helping at the school. Of those parents who indicated a willingness to help at the school, a great proportion of mothers said they would be willing to act as a teacher aide in the classroom, as a resource person in the library, or assist in the office. However, 28% of the fathers indicated that they would be willing to act as resource persons in a special subject area, while only 8% of the mothers indicated this interest (Table 9). On the whole, neither the mothers nor the fathers expressed a strong interest in helping at the school. Nevertheless, there did appear to be a core of parents who would be willing to act as resource people in a variety of capacities. Some parents suggested reasons why they were unable to participate.

> My present job makes me unavailable during school hours, but I could help in evenings.
>
> No transportation available.
>
> Since I work 9 to 5 p.m., I do not have much time, but would try to help some ways - evenings at dances, concerts, etc.

Other ideas about ways in which parents might help were also suggested.

> After working hours I would be willing to help in staging for theatre arts, ticket sales, etc.
>
> To assist handicapped children in swimming instruction (should there be a pool).
>
> Anything to assist in establishing a good working attitude between student and teacher.
>
> Physical projects.
>
> I would be interested in being involved in the complete revision of present school practices.

When asked about the school program, parents overwhelmingly indicated that if they had a specific problem with the program or wanted a change in it they would first contact the principal or vice-principal (84%). A few parents (10%) would contact a teacher (Table 10).

Parents were also asked about their sources of information - when and how they had heard about the new secondary school in Bayridge. Slightly more than half of the parents (52%) heard about the school in 1973 and by the end of that year, 79% of the parents had heard there would be a new school. Only 27% knew of the school in 1972 and of these, 6% had heard in 1970-71 (Table 11). Many of the parents first learned about the school from their children or from friends of their children (31%) or from newspaper articles (21%). Only a small proportion of the parents learned of the school from the newsletter from their child's school, from the School Board, from the meeting with the principal, from the "Pool" meeting or from other parents. More than a third of the parents (37%) indicated that they had some other original source of information. Two sources citied often were real estate agents and rumours. When asked to list all sources of information the most frequent responses were the newspaper, the newsletter from their child's school, and their children or friends of their children, and the meeting with the principal. Parents also learned about the school in other ways, from other sources.

> Radio news.
> Radio comments on swimming pool.
> A meeting with Mr. French and Mr. Mather.
> Township officials and Bayhill developments.

The main source of information for the parents was the meeting with the principal at the children's schools (38%) (Table 13).

We asked the parents about their general impressions and whether or not they thought the new school would be typical of other schools in the County. Close to half of the parents (46%) felt that the course of studies would be somewhat different from other schools. Most of the parents said that they had no information about staffing structure, school year organization, physical plant, school philosophy or community involvement. The mothers' and fathers' perceptions of the new school were much the same, with the one exception that fathers more often saw the school philosophy as being somewhat different (32% vs. 21%) (Table 14).

Although a great many of the parents said they did not have information about various aspects of the school, over half of the parents (52%) said they were fairly satisfied with the amount of information they had received, 17% were very satisfied, 17% fairly dissatisfied, and 14% very dissatisfied (Table 15).

We asked the parents to tell us about any additional information they would like to have, and their main hopes and expectations, fears and concerns for the new school as well. The parents made statements about the school program, the climate and social organization, the goals and philosophy of the school, community issues, and the building as well as some miscellaneous comments. One may gain an understanding of the kinds of concerns and expectations the parents had by looking at the verbatim comments.

3. *Curriculum and Program*

> If my child is to be taught the basics - which is now in question - I shall be satisfied. I doubt the system will change. Too many people are making big money from it.
>
> That it will teach basic requirements firstly, such as grammar, mathematics, good health, etc., and secondly to be responsible persons. Good fun, recreational facilities, extra-curricular activities are very helpful but not at the risk of side-lining the prime prerequisites - as most of the students would prefer to do.
>
> That it will not be a completely 'free option' type of school - maintain some traditional standards.
>
> To stress the importance of the basics: - mathematics - writing the English language.
>
> Proper education.
>
> That a good classic education be offered to my children.
>
> That the school offer good sound courses with an eye to higher learning wherever possible.
>
> I believe the students should receive a more personal guidance than I believe is presently offered.
>
> I hope this school leaves the child as a human, not another mechanical person for corporations to swallow up and use to the benefit of the chosen few.
>
> Better to school people to their ability and as required in our rapidly changing society than to pass or fail children for life.
>
> That there will be enough teachers and resource people to give the students the help they need.
>
> With budget cuts in education will there be adequate staff to make the school more than just a typical school.

My main hopes and expectations are: 1) A parent-teacher association; 2) A chance for parents to meet their child's teachers; 3) An opportunity for parents to visit the school and see just what their child has achieved during their work in science class, woodwork, machine shop, cooking and sewing for example.

Lack of communication.

That the new school will be well staffed with qualified and understanding teachers and be run smoothly with the cooperation of the parents and the students.

Personal communication between teachers and students (so they get along well).

That it will teach my children responsibility and a good general course of education and specifically that the principal and staff have better control of the children and the extra-curricular activities than what goes on at the other secondary schools in the Township and the City.

One of my concerns has been the apparent lack of discipline within the schools and also the disrespectful attitudes of students to their teachers and superiors. Whether this respect is warranted is not the issue, but the manner of acceptance of this attitude is what concerns me. How this can be corrected, I am not sure, but perhaps more stringent discipline practices might help.

My main hope is that they make education interesting and useful, not too many stupid rules and regulations - remember today's children are very different from our time - and that teachers refrain from having pets, but not be too lenient either.

It seems to me that students are free to make some changes in their subjects without having a suitable explanation of their justification for doing so. We have had a couple of 'hassles' over this.

Of all school rules and regulations and no political interference with the school's staff.

Be a little more old-fashioned in the setting of rules and regulations. I feel that students can be very helpful in a lot of advisory ways, but they should respect authority and be subject to it.

Excellent discipline (firm).

Being participants (unwilling) in this educational experiment, the young adults should be polled to obtain their opinions.

I would suggest that the students are given a questionnaire similar to this - get their reactions as they are not children - should have some say in what they can/cannot do, say or think.

Well informed teachers.

Hope for some teachers.

That it will have a good staff that is interested in teaching the children and giving them an all round education.

That each and every student who enters its doors to embark on a program of study shall receive the highest calibre of instruction and leave with a sense of achievement and fulfilment, thus being able to enter a school of higher learning or go out and make a strong contribution to the betterment of the society in which they are to live.

My main concern is the semester credit system. In a transient community such as Bayridge it is important that our children will be able to change schools, not only at year end, but also mid term without a great deal of difficulty. The percentage of high schools across Canada using the semester credit system is very low, and from our own personal experience integration into a three term system from a two semester system is disastrous. The two semester system has a great deal of merit and many advantages for the student, but I do not believe it is the most desirable one for a transient community. Wouldn't it be wonderful to have a secondary school system that was prevalent in all schools across Canada - changing schools would no longer be any problem.

A place where the students can learn and give of themselves too. Subjects and some sports should be up-to-date and fulfilling.

4. *Climate and Social Organization*

That it maintains the interests and hopes of the students attending and perhaps inspires the students to a higher education.

That it will be a good school with intelligent thoughtful teachers who will bring out the best in their pupils, also an involvement between teachers and parents for the goodness of all.

From what information I have received regarding Bayridge Secondary School, I feel the school will be quite successful with a good healthy environment.

A place where the students would be pleased to attend and learn and give of themselves too.

If the teachers and principal are able to discuss matters, and become involved in a few school activities with parents and students, as well as the principal and teachers have done at Bayridge Public, they will be respected.

That in the very near future it will service all students, not just level four and five.

I hope there will be a remedial program, plus some thought towards future level two and three programs.

Consideration must be given to the family economic background of students who do not reside in the Bayridge area.

That it will not become an upper class, higher income type school as north of 33 highway there are a large number of average and below average income families who just cannot afford a lot of fancy and unnecessary books and equipment.

That all students will be given an equal opportunity to be taught and participate regardless of ability, background and financial position.

My concern is with the system of levels, one which may classify a pupil too early, and thus restrict his opportunities, if he is not at this point in time an above average student.

Shops and not drama. A trade is far more important than acting for a living - how many students would take acting as a career?

That it maintains the interests and hopes of the students attending and perhaps inspire the students to a higher education.

Hope it will prepare the students for continuing their education successfully.

That the school offer good sound courses with an eye to higher learning wherever possible.

At this point I find it difficult to ascertain what to expect from any school system; I hope this school

makes an effort to show the children how to learn to learn to the best of the child's ability at that time.

Most important is the fact that students go to school to develop their learning abilities etc. in preparation for higher education or as useful citizens within their capabilities.

Probably no more than any other parent who is anxious that the school maintain high moral and educational standards.

I would hope that the school would be progressive, and provide each student with a good education to enable the student to achieve his goal(s), if such goals are attainable.

Sincerely hope that the pupils will gather some knowledge while attending Bayridge and that it will not turn out to be a conglomeration of experiments leaving the pupils lost and bewildered at the end of each term.

Proper education for the future. Who knows what it may bring? And/or whether language (for example) will put bread on his table.

My hopes and expectations from B.S.S. are that the students graduating after four or five years feel that their time was well spent not just time 'put in'.

That students will learn to be responsible people with respect for others (property, opinions), for their country, and an awareness of life, not just what is classed as a 'formal' education.

6. *Community Issues*

I would like to know more about community involvement in evenings and weekends.

I have been brought up with the conviction that children belonged to their parents and the parents are responsible for their upbringing and education. If part of this responsibility is delegated to a teacher(s) in our day and age and we know the teacher and his or her outlook on life, his or her character and ability etc. and have close contact with the teacher then I am sure the child would benefit and/or the teacher and the class etc.

How much can this be applied today? Money for education is collected as taxes. The Minister of Education - Board of Education - principal and vice-principal and a list of teachers that see the child sometimes only twenty minutes a day, plus the environment of a huge building with a thousand or more students with a philosophy of education that

if you don't pass you will not be able to make a lot of money when you get out of school.

Where do parents fit in? How can they still be responsible parents? To me it feels like a hostile environment where I dread to send my children. Can Bayridge be different?

Have a good community centre (building) such as: gym, tennis courts, swimming pool, etc. for use in evenings and weekends by parents as well as students.

We are leaving the Bayridge area, which may not make my comments valid. However, I would hope that the school would truly be a part of the community. Involvement of parents in the musical and theatre arts activities is one step, helping them to meet and get to know the teachers and pupils. Mutual pride in the achievements of the pupils can draw staff and community closer together.

To be able to enjoy it and benefit from its existence at least as much as my children can.

7. *The Building*

Is the new school an open concept plan?

Open concept being a relatively new idea in teaching, I hope it will provide a good sound education.

I believe I have read or heard in the news media that Bayridge School is to be an open concept type. I wish it would be basic similar to Frontenac.

They (students) need a swimming pool.

I do hope it has a swimming pool and good creative departments.

Whether the pool will be built, and can be used during July and August by the residents in the area (if necessary a small charge per family like $10).

Regarding the pool, if it will be built and whether it can be used during the summer vacation for the residents in the area.

That they go ahead and put the pool in.

Just general information as to the set-up of the school, size, number of classrooms and teachers, and curriculum-transportation arrangements.

Number of students expected when school in full operation? Is building large enough for future growth of subdivision?

8. *General*

How are students to go to K.C.V.I. by bus arrangement - little information received thus far.

I know she (my daughter) doesn't like the idea of being bussed into town until the new school opens.

Roads leading to it are presently inadequate and unsafe.

A firm date as to the opening of the school.

That it opens on schedule, that there be strict enforcement.

Will it be ready on time?

Every effort be made to keep the dope problem out.

Do everything in your power to keep dope OUT.

When available, a list of subjects and shops available to students at each grade and level.

Would appreciate any general information on all phases of schoool.

Complete lack of information re school curriculum - what has been provided is very vague.

That more information will be received soon - at least before this school year.

Have only had the information that a new school is being built and everything ends there.

More general information.

I would say that if I were to take enough interest I could have found out all I needed to know - I would like to know how different and why the Bayridge Secondary School will be.

At this time, I am full of confidence and hope.

I hope that it will turn out to be a good school.

No information specifically has reached my hands, but if this school is similar to others in the area, I am reasonably satisfied.

The objectives are not clearly defined, ie. the student will be able to do...what? The courses are too loosely structured and any evaluation or validation of subject material will be guesswork.

Bayridge will turn out students who had a 'meaningful' experience according to their interests - but how do you measure 'meaningful'? Illiterates who can't cope with the world - the real world they will encounter and are not prepared for. Therefore I expect Bayridge to 'fail' the students in as much that knowledge and wisdom will not be available at B.S.S., only meaningful, meaningless gibberish.

According to the outline of the courses no criteria in behavioural terms re objectives exists, which will enhance student enrolment - but not learning. B.S.S. will create more unemployable but happy welfare recipients.

I am well satisfied in regards to the new school. I know there are a few different changes as far as the other schools. So long as my child is happy with it and can understand it, I am sure it will work out and be a success.

9. Parents' Background

We also gathered background data from the parents. Most of the parents (88%) were forty-nine years of age or younger. 65% were forty-four years of age or younger. The mothers as a group were slightly younger than the fathers.

Half of the parents had lived in their present neighbourhoods for five years. 41% of the parents had been residents for more than seven years. Our expectations of a very high transiency were not met. The parents seemed to be more settled than we had expected and this permanency, if it has any influence at all on the involvement of the community, might encourage parents toward participation in the school.

Equal numbers of parents were raised in rural districts, in small cities (5000 to less than 20 000) and in larger cities (population in excess of 100 000). Slightly more of the fathers were raised in rural areas or in villages.

While the parents as a group were not very young (only 7% are under 35 years of age) most of the children were quite young. That is, these parents tended to have other children who were younger than the child attending Bayridge Secondary School in the fall. The fact that their other children would be attending Bayridge some time in the future might also be a positive factor in encouraging parents to become involved in the life of the school.

Over half of the parents (56%) thought that post-secondary education was the most important factor for success. 29% said it was fairly important and only 15% thought it somewhat unimportant or unimportant when compared to many other factors.

10. Parents' Reaction to the Study

The questionnaire closed with an invitation to respondents to comment about our study. Very few parents did so (29). The tone of these comments was about equally divided between positive, negative, and neutral.

---

*It should be noted that due to an error on the part of the research team, the category "20 000 to less than 100 000" was not included on the questionnaire. Although some parents wrote this in, the omission may account for the low response in this category.

(All figures indicated in tables represent percentages unless otherwise indicated.)

TOTAL N = 190

Table 25

Parents' Involvement in Childrens' Present Schools

Is there a parents' association at your school?

	Yes	No	Don't Know
Percent	29%	47%	25%
Number	54	88	46

If yes, what is your involvement?

	Number of Fathers	Number of Mothers	Total
Member of a committee	-	2	2
Attend most meetings	2	4	6
Attend some meetings	6	6	12
Seldom attend meetings	3	2	5
			25

When you visit the school, is it usually at your own initiative, or at the school's invitation?

	Percent of Fathers	Percent of Mothers	Both
Own initiative	32%	43%	37%
School's invitation	68%	57%	63%

How many times during this school year have you visited the school in order to talk with a teacher or the principal?

	Percent of Fathers	Percent of Mothers	Both
Never	37%	20%	28%
Once	25%	38%	32%
Twice	22%	22%	22%
Three or more times	15%	20%	18%

Table 25 (cont'd)

Have you visited the school for any other reason?

		Fathers	Mothers	Both
Yes	%	67%	82%	75%
	Number	61	77	135
No	%	33%	18%	25%
	Number	30	17	47

If yes, what were the reasons for the visit(s)?

	Number of Fathers	Number of Mothers	Total
Helping out in the classroom	-	4	4
Helping out in the library	1	6	7
Helping out in some other part of the school	7	8	15
Attending some of the children's activities (plays, concerts, sports)	42	46	88
Seeing my child about a private matter	6	9	15
Open house or parent's night	42	60	102
Continuing education	5	15	20
Activity not related to daytime instruction	9	12	21
Miscellaneous	9	12	21

Table 26

Decision-Making Concerning School Matters

Who should be involved in the decisions about educational goals and objectives for the new school?

	Should act in an advisory capacity			Should be involved in making the final decision		
	Male	Female	Total	Male	Female	Total
Board of Education	91	90	90	89	88	89
(non-response - 40%)				(non-response - 25%)		
Principal	96	97	97	96	96	96
(non-response - 23%)				(non-response - 18%)		
Teachers	96	93	94	73	87	80
(non-response - 16%)				(non-response - 38%)		
Students	75	81	78	30	56	43
(non-response - 30%)				(non-response - 53%)		
Parents	82	88	85	50	62	56
(non-response - 34%)				(non-response - 53%)		

Table 27

Decision-Making Concerning School Matters

Who should be involved in the decisions about school rules and regulations?

	Should act in an advisory capacity			Should be involved in making the final decision		
	Male	Female	Total	Male	Female	Total
Board of Education	87	87	87	81	89	85
(non-response - 36%)				(non-response - 37%)		
Principal	99	99	99	96	99	98
(non-response - 21%)				(non-response - 13%)		
Teachers	100	97	99	75	86	81
(non-response - 25%)				(non-response - 38%)		
Students	76	83	80	29	44	37
(non-response - 36%)				(non-response - 55%)		
Parents	80	77	78	26	51	40
(non-response - 37%)				(non-response - 57%)		

Table 28

Decision-Making Concerning School Matters

Who should be involved in the decisions about grading and reporting practices?

	Should act in an advisory capacity			Should be involved in making the final decision		
	Male	Female	Total	Male	Female	Total
Board of Education (non-response - 42%)	82	75	78	63	65	64
				(non-response - 47%)		
Principal (non-response - 25%)	99	99	99	90	97	94
				(non-response - 17%)		
Teachers (non-response - 16%)	99	99	99	83	93	91
				(non-response - 25%)		
Students (non-response - 50%)	51	54	53	18	18	18
				(non-response - 62%)		
Parents (non-response -)	57	64	60	32	27	30
				(non-response - 61%)		

Table 29

Decision-Making Concerning School Matters

Who should make decisions about the curriculum (subjects, courses, and teaching materials?

	Should act in an advisory capacity			Should be involved in making the final decision		
	Male	Female	Total	Male	Female	Total
Board of Education (non-response - 31%)	90	86	88	85	83	84
				(non-response - 34%)		
Principal (non-response - 26%)	96	99	97	93	97	95
				(non-response - 20%)		
Teachers (non-response - 19%)	97	98	97	80	88	84
				(non-response - 30%)		
Students (non-response - 36%)	71	85	78	36	52	44
				(non-response - 54%)		
Parents (non-response - 44%)	61	72	66	32	41	36
				(non-response - 58%)		

Table 30

Decision-Making Concerning School Matters

Who should make the decisions about the best course of subjects and methods of instruction for your child?

	Should act in an advisory capacity			Should be involved in making the final decision		
	Male	Female	Total	Male	Female	Total
Board of Education	65	52	59	61	47	54
(non-response - 42%)				(non-response - 54%)		
Principal	94	90	92	83	80	81
(non-response - 33%)				(non-response - 39%)		
Teachers	100	98	99	85	93	89
(non-response - 18%)				(non-response - 30%)		
Students	83	90	87	64	83	75
(non-response - 31%)				(non-response - 40%)		
You (and/or your spouse)	86	91	89	69	79	75
(non-response - 31%)				(non-response - 40%)		

Table 31

Decision-Making Concerning School Matters

Who should make decisions about extra-curricular activities for students?

	Should act in an advisory capacity			Should be involved in making the final decision		
	Male	Female	Total	Male	Female	Total
Board of Education	49	67	58	40	54	47
(non-response - 48%)				(non-response - 53%)		
Principal	88	89	88	82	84	83
(non-response - 34%)				(non-response - 26%)		
Teachers	99	99	99	89	90	90
(non-response - 22%)				(non-response - 30%)		
Students	100	99	99	85	87	86
(non-response - 21%)				(non-response - 35%)		
Parents	81	83	82	66	59	63
(non-response - 36%)				(non-response - 46%)		

Table 32

Parent Interest Regarding Involvement in Decision-Making

Would you be interested in having some involvement in the making of decisions concerning the following school activities?

			Yes	No	Undecided
a)	setting educational goals and objectives for the school.	Male	28	59	14
		Female	30	50	20
		Total	29	54	17
b)	setting school rules and regulations.	Male	42	47	11
		Female	35	49	48
		Total	39	48	14
c)	designing grading and reporting practices.	Male	20	67	13
		Female	18	70	69
		Total	19	69	12
d)	designing the curriculum.	Male	22	68	9
		Female	14	71	15
		Total	18	69	12
e)	designing the instructional program for your child.	Male	51	39	11
		Female	47	33	20
		Total	49	36	15
f)	designing after hours programs and extra curricular activities for students.	Male	37	47	16
		Female	30	44	45
		Total	34	45	21

N.B. Non-response rate to these questions was approximately 10%.

Table 33

Parent Involvement at Bayridge

Would you be willing to help at Bayridge?

			Yes	No	Undecided
a)	as a teacher aide in the classroom? classroom?	Male	4	91	5
		Female	18	76	5
		Total	11	84	5
b)	as a resource person in the library?	Male	6	90	4
		Female	22	67	11
		Total	14	79	7
c)	in the office?	Male	1	95	4
		Female	23	64	13
		Total	12	80	8
d)	as a resource person in a special subject area?	Male	28	61	11
		Female	8	84	8
		Total	18	72	10
e)	in a continuing or community education program?	Male	24	57	19
		Female	14	69	18
		Total	19	62	19
f)	in some other way?	Male	16	62	22
		Female	7	68	24
		Total	13	65	23

N.B. Non-response rate to these questions is approximately 18%, except for (f), which is 50%.

Table 34

If you felt there was a specific problem with the school program, or if you wanted some change in it, whom would you contact first?

	Males	Females	Total
principal or vice-principal	82	87	84
a teacher or teachers at the school	11	8	10
the Director of Education	3	-	2
someone on the Board of Education	1	2	2
other	2	1	2
don't know	1	2	2

Table 35

Present Knowledge Concerning Bayridge Secondary School

When did you first hear that there would be a new secondary school in Bayridge?

	Male	Female	Total
1970-71	6	6	6
1972	23	20	21
1973	52	53	52
1974	20	21	21

(non-response = 6%)

Table 36

What was your original source of information for this?

	Male	Female	Total
newspaper articles	21	20	21
newsletter(s) from your child's school	9	1	5
newsletter(s) from the School Board	-	-	1
meeting with principal, R. Joyce, at your child's school	-	-	-
attendance at the 'Pool' meeting at Bayridge Public School	-	3	1
your child or his friends	26	37	31
other parents	5	4	5
other	39	35	37

(non-response = 18%)

Table 37

Which has been your main source of information?

	Male	Female	Total
newspaper articles	20	17	19
newsletter(s) from your child's school	11	17	14
newsletter(s) from the School Board	1	1	1
meeting with principal, R. Joyce, at your child's school	36	39	38
attendance at the 'Pool' meeting at Bayridge Public School	3	2	2
your child or his friends	16	16	16
other parents	1	1	1
other	11	7	9

(non-response = 12%)

Table 38

Parents' Perceptions of Bayridge Secondary School

A number of school aspects are listed below. For each one please indicate the degree to which you see these aspects of the new school as typical of or different from corresponding aspects of the other county high schools.

			Typical	Somewhat different	Very different	No information
a)	course of studies (non-response is 10%)	Male	30	46	5	19
		Female	29	46	7	18
		Total	29	46	6	19
b)	staffing structure (non-response is 11%)	Male	32	15	2	57
		Female	33	16	2	49
		Total	32	15	2	50
c)	school year organization (non-response is 11%)	Male	17	32	13	38
		Female	20	34	11	35
		Total	18	33	12	37
d)	physical plant (non-response is 15%)	Male	17	32	8	44
		Female	11	22	17	50
		Total	14	27	12	47
e)	school philosophy (non-response is 13%)	Male	12	32	5	51
		Female	23	21	6	51
		Total	18	26	6	51
f)	community involvement (non-response is 15%)	Male	24	20	9	47
		Female	25	24	7	8
		Total	25	22	8	45

Table 39

Are you satisfied with the amount of information about the new school you have received?

	Males	Females	Total
Very satisfied	15	19	17
Fairly satisfied	56	49	52
Fairly dissatisfied	15	19	17
Very dissatisfied	15	13	14

THE STAFF PERSPECTIVE

FORMAL STRUCTURE

The staff of Bayridge for the first year of operation consisted of the principal, an administrative assistant and 18 teachers. Organizationally the staffing structure might be described as 'flat'--there were no vice-principals and no department heads. Money normally spent on this level of supervision was designed to be used to hire paraprofessional to support teachers in greater professional classroom and decision-making roles, although no paraprofessionals had been hired yet.

The decision-making structure was decentralized and consisted of four standing committees: budget, curriculum, student morale and discipline, and community relations. Each committee contained five staff members, who selected which committees they would like to work on. The perceptions of this decision-making structure and its possible implications for the teacher form a major theme in this chapter.

Data Gathering and Analysis

The data for this section came primarily from two sources: individual interviews and observations of the first two staff meetings. The individual interviews focussed on three sets of issues: teacher's professional background; information regarding Bayridge Secondary School programs; and images of the school. With regard to the image issue; each teacher was asked to recall her or his image or picture of the school, firstly, at the time of applying for a position, secondly, when interviewed, thirdly, after the first staff meeting, and finally, to project the image of the school envisaged in five years' time. (The interview schedule may be found in Appendix D). In terms of the paradigm (Figure 1, A Paradigm for the Analysis of Change, page 3) our analysis has been restricted essentially to the second temporal stage, Secondary Planning or Operationalizing the Problem/Goal. In addition, however, we asked those teachers who had been teaching in Frontenac County at the time for their perceptions and assessments of the events or activities which they saw related to the Problem Identification or Goal Statement stage. Our concern also was to determine and examine the social forces identified by the teachers which might affect their teaching situation and to get their perceptions of the social roles of the Bayridge Secondary School community (that is, to discover how the teachers saw students, parents, colleagues, including the principal, and how they saw them relating to one another). A further (implementation stage) concern related to this matter was to identify from the teachers' perspective the means by which the teachers might alter the situation should such an action become desirable. We also asked teachers to predict what the school would be like in five years time, i.e. the outcomes stage.

Professional Background and Teaching Experience

Seventeen of the teaching staff had degrees at the baccalaureate level; five had degrees at the master's level. Twelve had Type A or specialist's certificates in their teaching areas. The remaining six had Type B but were working toward Type A certifications. Two staff members had been instructors at professional (Ministry of Education, Faculty of Education) courses in 1974. A number of parents had stated a concern that the staff might not have high academic qualifications and that basic standards might not be maintained. In terms of formal qualifications the staff seemed capable of meeting this concern.

Regarding teaching experience, seven members had completed seven or more years, two had four to six years, four had one to three years, and five were beginners. As well, two members had taught at the post-secondary school level and four at the elementary level. All the experienced teachers but one had had secondary school teaching experience. Three had had professional experience in their areas of specialization. As a group then, the staff offered a wide range of practical and academic experience.

All saw themselves as individuals who often tried different new methods, different curricula, and different ways of relating with students, although few felt that they were "innovative" teachers. The statement made by one experienced teacher is generally typical of those made by his colleagues: "I see myself involved in changes but I don't see myself as a particularly innovative teacher ... I have been involved in all my classes in the use of media non-print materials both (what I had developed and what students developed for their presentations)." One of the beginning teachers put it this way: "If you think of innovation as being weird or far out, then, no, I don't see myself as being that ... if you see it as being a little different than the traditional or maybe being more inclined to try different things or introduce different ideas to the kids, then I guess you could say I was innovative."

In general, the teachers indicated their dissatifaction with conventional or traditional teaching methods. It seems that it was this dissatisfaction with the status quo which led them to try innovative practices. One experienced teacher put it this way: "I'm not pleased with some of the things that I know are happening in schools now. I don't particularly like the formally structured school." He went on, though, to qualify his observations, "On the other hand I object violently to some of the practices that the teachers are using in the classroom ... the teacher needs a certain amount of guidance in respect to some courses or curriculum that have changed." A beginning teacher stated, "I don't believe in teaching something just because it has been working; I want to see why it works; if it can work better."

In a similar vein a third teacher (experienced) said, "I have some definite ideas concerning change and the methodology which might be required to bring it about. In an older and more structured system where you are tied down by the physical plant and old materials, and older ways of looking at things and doing things, it is very difficult to bring about or try some of these ideas ... it is a tremendous opportunity for change."

Because most innovative activities reported by teachers were attempted in a single classroom, it seemed that the teacher had experienced little collaboration with peers. A factor explaining this might be that a few of the staff (two members) had held administrative positions. As one teacher remarked, "I think there is a tendency for the initiative for programs (involving several teachers) very often to come from heads of departments." In other words, there seemed to be a norm or practice in the high school that cooperative planning was initiated and supported by department heads or by some other person with organizational authority.

First Information

Staff members from outside the County had not heard of Bayridge Secondary School until teaching positions had been advertised publicly. Those people teaching in the County had known of the new school much earlier than this. Indeed, three of the staff members had submitted position papers to the Academic Planning Committee (see Chapter II). In general the information had come from either colleagues or a newspaper account of an event relating to the new school to be built in the southwest part of the County, or at a Board of Education meeting.

The information was that the school would be open space and at least would 'lack a traditional structure' in terms of teaching and the organization of the school, that it would be 'freer' and 'more open.'

Most teachers decided to come to Bayridge because it was a new school and they liked the type of program they saw developing there: "I was very excited about the possibility of stepping into a brand new school and having the opportunity of learning and growing with the students" (experienced teacher). "It sounded too good to be true ... the open area ... the emphasis on the performing arts ... the interdisciplinary approach." (beginning teacher). "It's rare to get the opportunity to be involved in interdisciplinary work ... I'm looking forward to it." (experienced teacher).

The three members who had worked with the Academic Planning Committee had endorsed these principles and had found particularly attractive the idea of having a direct say in deciding curriculum and school policy. Some teachers considered a position at Bayridge because they found themselves declared 'surplus.' The term 'surplus' was applied when in a specific school because of falling or shifting enrolments in a specific area it was found that the pupil/teacher ratio was less than that which would affect the most favourable provincial grant. Usually, other factors being equal, the surplus teacher was the one who had most recently come to the area. As a result of shifting enrolments (e.g. movements from one subject area to another) in each high school new positions were created. Lists of these 'new' positions were circulated throughout all of the schools and 'surplus' people could apply. Those who obtained positions at Bayridge Secondary School all indicated that they had had employment opportunities in other schools. Similarly those from outside the County, including the beginning teachers, had applied to a number of schools; but they had found through discussion with Mr. Joyce, the principal, that Bayridge Secondary School would have the type of program and organization that they personally found attractive.

We asked Mr. Joyce to describe the main criteria he used in hiring the staff. He identified the following characteristics as the most important ones. He was concerned that the prospective staff member be enthusiastic about teaching. He attempted to hire specialists rather than generalists, that is, people who had a sound professional preparation in at least one subject area. He saw specialists more readily acquiring knowledge in other subject areas for effective interdisciplinary teaching.

He also thought that the staff would have to combine an independence or self-suffiency in their work, and at the same time work cooperatively with other staff in collective decision-making. As he put it he wanted, "people who don't necessarily look for somebody else to do all the planning and they just go through the motions." In terms of staff-student relationships, he looked for staff who had been involved in extra-curricular activities, who had the ability to relate to kids outside the classroom, and who would react to kids in a non-threatening way by not taking an authoritarian position.

Finally, we asked Mr. Joyce whether he wanted to hire teachers who had a demonstrated record of being involved in innovative programs. His answer again reflected his developmental approach to educational change. "It would have been a plus ... I didn't look for real trail blazers particularly, I think that for some people this develops given the right climate, and the right sort of support."

In short, the staff at Bayridge Secondary School was not a hand-picked staff of innovators, as is often the case in new schools designated as major innovations. They were not people who had a definite idea of the types of innovations that they would like to introduce. Rather, it was a staff of people who came to the school because they were interested in the promise of being able to develop new programs over time in a collaborative manner with other staff, and other school constituencies.

Early Image of the School

With the exception of those who had worked with the Planning Committee, the majority of teachers did not have a specific image of the new school prior to their interview with the principal at the time of hiring. One teacher from one of the County secondary schools said, "I knew a little about it, but I wasn't sure what my role as a young teacher would be, what the first year would be like, what type of program they expected and what kinds of choices I would have." Other teachers anticipated a greater degree of openness in terms of their relationships with their students and between themselves and the principal than they felt possible in 'traditional schools.' However, they did not specify what forms or action this 'openness' might take or result in. Most saw the community as a typical middle or upper-middle class suburb; accordingly, students would be coming from "very good intellectual backgrounds." Few, it seems, realized that the school's community extended beyond the Bayridge suburb to include four other areas. (These areas included a rural region with farms and villagers as well as urban fugitives -- professionals, blue collar workers, and manual workers.)

After their interviews with the principal, the teachers' images became more focussed. Teachers began to see themselves more clearly as part of the planning and decision-making, although a number seemed uncertain just how it might work. They were introduced to the concept of a flat organizational structure - one without formal headships or vice-principalships, with decision-making occurring through a committee system. The following account, taken from one teacher's interview, seems representative of staff feeling at this time:

> At the interview he said that he was trying to get away from heads of department because he found that what happened was the head of department represented his own ideas rather than those of the department. He is going to try and have committee work where the teachers can work together and form an opinion together which I think will be better because you are more or less responsible to one person rather than having to go through all these different bodies so your ideas might be heard better.

The working implications of this form of organization in general did not seem apparent until the initial staff meeting held in mid-June. Teachers in the county had heard of the flat structure somewhat earlier, when Mr. Joyce had talked to the existing high schools' staff.

> I was informed about it at a meeting here when (the principal of my former school) and Mr. Joyce had a meeting with us. It sounded pretty strange because I had never experienced anything like it. In the one meeting I have been involved in with this staff (B.S.S.) and the little bit of work I have done with the other two people in my area - communications - I think it is going to work. I think it should be much better in the sense of sharing responsibility. Here (in the former school) we are very quick to complain. If the Department Head does something we don't like we think if only he had asked us he would have got it right. Now, we are not doing that, we are being told you have got to do this, its up to you. This intrigues me.

At this meeting in a discussion lead by the principal, the staff considered how the program could be developed through such a structure. As one teacher had observed:

> Cooperation is a big thing and a lot of the success will depend on how well the members of the committees can cooperate. Mr. Joyce feels that perhaps now while we have such a small number we can get at least the basis to work on and as the staff grows the basis will be there.

Several teachers wondered how the decision-making structure would work and what their roles might be.

> On the one hand we are being told to decide what we want, and on the other hand we don't really know if we have the power to decide what we want because of this large curriculum committee that is going to make all these decisions later on.
>
> I wasn't sure what my role as a young teacher would be .... Everything is going to be on committees. How many committees are we going to be on and what is my job going to be?
>
> I have always thought well, O.K., you've hired me, now tell me what I have to teach and then we've got this thing where we have to decide, and it was pretty hard to make any decision.

In addition to some ambiguities about their own roles and skills, many teachers wondered about the time involved:

> For the next year that involves a lot of planning. Somebody is going to have to be given the time to get into interdisciplinary kinds of strategy. It can't be done in the regular schedule.
>
> I think that there'll have to be a lot of work done after hours. I think that if its all done after hours there could be some burned out people after a year. There has to be a provision during school hours too. People having time to work on committees, that's part of the expectation of the staff, that's part of their working day.
>
> A critical factor to consider (is) the use of people's time considering that people will be much more involved time-wise and energy-wise on committee... will there be appropriate compensation?

Most of the staff had reservations about parents being closely involved in decision-making, at least at the time. At the time of the hiring interview, the principal also talked of interdisciplinary possibilities and the use of paraprofessionals in the learning program.

The teachers who had been involved with the original planning committee of course had thought and talked with others about the nature of the program. Accordingly, they were more specific about the ways in which students and the staff would interact. A number of their ideas had been developed as a result of visiting or reading and hearing about Lord Elgin*, a large secondary school built in the late 1960's. (The two central features of this school were its student centredness and its emphasis on an interdisciplinary approach in curriculum). These teachers saw themselves directly involved with school policy and program development. They saw a 'comfortable' working relationship with students, with a high degree of individualized learning and student initiative and student autonomy encouraged.

While the teachers in general accepted the principle of parent involvement, the great majority were not clear as to how parents might be involved in the program. As one teacher stated:

> The principal said that (parents) were going to be working very closely. I don't think he necessarily meant coming in and volunteering with help. He did mention paraprofessionals, but he was not specific because he did not know how specific to be at that point.

A second said:

> Personally I can see it in some cases and I'd be dead against it in other cases. There are some things persons in the community who know a lot of things that we should have on our committees ... there are others who on some topics are a little sketchy.

Other teachers, however, had a much clearer picture of the role of parents might play. One teacher stated:

> I envisioned a situation where both parents and students right from the initial conception of the school would have much more input to the decision-making -- names of school teams, or school colours, use of facilities within the community -- than most other schools. I think this is a positive thing which I think must come about as far as change within the schools, their being an accepted and vital part of the community which I don't think is being used to the extent which it should now.

Another stated:

> There is so much energy and talent within the community.

He continued to inject a qualification:

---

*Burlington, Halton County.

> If they are specifically directed as to how they are going to help and properly motivated and integrated into the system ... the community as a whole could add so much for time and new ideas.

Some teachers had a clearer picture of the paraprofessionals' role: some saw him or her as a technician helping, for example, with A.V. equipment. Most saw the paraprofessional as a means of freeing their own time so that they might have "the physical time and energy to evaluate and change his own curriculum program..."

Staff Meetings

The staff seemed to view the first staff meeting (May 15, 1974) as the time when they would find out how the school would operate. As one teacher said:

> I felt probably we would learn a lot about the new school, you know, the ideas, which we did. I don't think we covered everything but that's not really important -- it's better to do what you can than to cram a lot in and not get it done.

The meeting was seen as generally typical of most schools' first staff meetings. An agenda prepared by the principal was sent to each member before the meeting. Because of the length of the agenda*, the seating arrangement (chairs pulled up to a T-shaped table with the principal at the top of the T), and the rather formal and business-like approach set by the principal himself, the meeting was very task-oriented as opposed to having a social emphasis. This tone seemed acceptable to the teachers. One teacher said:

> Let's face it, some people came a long distance to the meeting. They haven't time to sit around and socialize. We can do that next year. It was more important for us to find out [about the school program and policies].

A second remarked:

> He talked mostly because everybody was getting together for the first time. I think there were four or five teachers who were from the Kingston area but

---

*The principal said in a covering letter (sent with the agenda) that it was a long agenda but that it was his hope that each point might be briefly touched.

> everybody else was from outside. I guess they knew about as much as I knew from their interviews. I suppose he felt for the first one he had to more or less give us his ideas of what he wanted. He was open. He kept asking for people to ask questions and some did. There was a discussion for a while about discipline with the guidance cousellor and things like this, but it seemed very hard for everyone to get talking because we were so new to one another and we really did not know what his ideas were and you are hesitant to talk until you know what is the basis you are working from.

A third put it this way:

> I was rather surprised he was handling it as much as he was, but I was glad he was. I think it was required. I don't think he could just suddenly say "Well, what do you think?" ... I think we needed him to sit down and say this is what we are going to discuss tonight and give ideas.

The traditional role of the principal and the nature of the relationship between him (or her) and the staff appeared to influence teachers to expect specific direction from the principal.

> It is human nature - you cannot 'bang' - just be innovative when you are coming from a structured school system, and so it was just natural to expect guidelines, and it you don't get them perhaps you feel that you are dangling in space.

Staff members generally were aware of their dependency upon the principal in this meeting and of the inconsistency between their articulated philosophy and the actual practice of that philosophy. During one interview a teacher in discussing their reliance on the principal to structure the meeting said:

> He has to teach us how to behave where we can make the decisions because we have always existed in a system where we have not made decisions.

The staff-principal relationship does seem to be changing though. A second teacher, comparing the first two staff meetings, remarked:

> I think the first meeting was mainly to set down the bases of following meetings. It (the first meeting) reminded me of any new situation where a group of people does not necessarily know each other. Once we warmed up ... the difference between that one and the second staff meeting was remarkable. Even in the first staff meeting we got really going - a lot of ideas were flying this way and that - it was quite an active

> group we realized after we got going. At the second staff meeting we were really getting down to the nitty gritty, and after that we were breaking off into committee groups and subject groups - things like this. It started moving so fast it was just really going great guns.

Images of the School in Five Years

Most staff members saw the school as being very different from the secondary schools which currently existed in the County, particularly with respect to the role the community would play.

> In very general terms I would say that I could see there being rather more community involvement at Bayridge than elsewhere, simply because we're starting from scratch with an awareness of the pressures from that direction. I can see, given the inadequacy of facilities in the community, the school library being used by the community.
>
> I imagine if one looks at this new school we are going to see changes... especially with the parent volunteers if this goes off as well as it should, and the excellent facilities available especially re the proposed pool which I am sure can be used by the community as well as by the students themselves, particularly with the demand for more complete use of educational facilities on a year round basis. I think the school will and should be used much more by the overall community, and people should have a more positive attitude towards change in the system especially if they are involved in decision-making to a certain extent themselves and therefore I think the school will and must play a much more vital role in the overall workings of the community especially with the ever increasing leisure time. There will be a tremendous need to have facilities for things like community meetings, politics, athletic programs, and even because of the proximity of the public school nearby a sharing of resources.
>
> I think right now from the way we have been talking we want to get the community involved as much as possible, and we would like to have the parents informed of everything that is going on, we would like them to come over and help ... in five years time I think they should be completely informed of what is going on.
>
> The school would be primarily a resource for learning with community resource people to facilitate learning for the whole community. My ideal for the environment would be a very warm atmosphere, with students, teachers, community feeling a lot of ownership in the school with probably a much less defined

> difference between day school and night school, courses being run in cooperation with business and industry, the whole community would be involved in the educational process with the school being the focal point, professional resource people and their materials.
>
> If it turns out the way they are planning it will be great. If you can get the community involved in the school and the students as well as the teachers, then I think this is the ideal everyone is trying to reach.

Several teachers expressed a concern that the school equally well might be very conventional:

> It is quite possible for it to become much more structured than it is. The curriculum could be more traditional than the one we are talking about now. It will be interesting to see whether we can make the transition or not.
>
> I do have a concern that this type of school given the current situation (financial cut-back in public attitude about education) may tend not to be in five years the way it was supposed to start out being. I think I sort of expressed that concern with that question about parental input - so much of their concerns if they are not satisfied, if they don't come to a realization that their worries and their problems are being handled to their satisfaction, they become disillusioned - similarly often students become disillusioned.
>
> There is one danger of course that innovation will gradually fall right on the wayside and it will become a school just like any other school. The other thing could happen and by five years we could have evolved into a good working innovative school and who knows which way it is going to go. The critics of Bayridge, the local critics anyway, tell me that five years from now Bayridge is going to be a school just like any other school. Of course we hope that does not happen.

Those who did voice possible doubts had also considered how "failure" might be avoided. For example, one teacher said:

> That is going to depend a lot on the staff, particularly on the principal. If we jump in with both feet at the beginning we are liable to get our feet wet and not like it. The programs are liable to bomb and somebody feels there has to blame for it. Community perhaps might react against innovative programs - they might want the more traditional type of program. Maybe the money is going to get even tighter which will force us into a traditional

> form which is more economical - it is hard to say. Those are ways it could go down. Hopefully we can fight those. I think staff cohesion and staff unity is important. If we have a feeling of actual involvement especially if the decision-making that we have been promised is real, then it will go a long way.

Implications

We have seen in this chapter that several new roles and role relationships were stated or implied for the teaching staff at Bayridge. These include: (1) a comparatively non-directive relationship with supervisors, in particular the principal; (2) decision-making with peers on all aspects of the school; (3) curriculum development, including interdisciplinary planning with other teachers; (4) working with paraprofessionals; (5) working with parent volunteers and possibly parents on committees; and (6) new relationships with students to encourage their contribution to classroom and school-wide decisions.

At this time most teachers tended to agree with the direction of these goals. However, there was very little clarity about the nature of these new roles or how they would develop in practice. Most of the teachers were optimistic that these new roles would evolve because of the cooperativeness of the staff. On the other hand, several teachers had expressed concerns about their own and other teachers' lack of clarity, need for skill development, and need for time. In the short run these are inevitable concerns that any staff would have at this stage. In the long run, the question was whether the school would establish mechanisms for supporting the specification of new roles and for dealing with the problems of implementing them. These issues are taken up again in Chapter VI.

IV From Planning to Implementation

In general, educators' approaches to change have been organizational in nature and internal in focus. That is, a specific change or innovation has been identified and plotted on flow charts and then implemented via rules and regulations from a within-school perspective. Most efforts to effect a change have been in a direct unilateral approach with respect to the content (new curriculum, new pedagogy) and the end product or learning outcomes (new skills, etc. of students). In other words the typical pattern has been one where the decisions are made by a central authority without much direct involvement on the part of those who are to be working with the particular innovation. (For a comprehensive examination of this issue, see M. Fullan, Innovations in Learning and Processes of Change, Interchange, Vol. 3, No's. 2-3, 1972). Only infrequently are there systematic attempts to involve teachers, students or parents directly in the process.

At its conception Bayridge Secondary School differed from this usual pattern. During the first stage of planning there were definite attempts to provide opportunities for an extensive input of concerns and ideas from a number of persons. Most of the attempts were initiated by the superintendent of the area in which the new school was to be situated. The attempts or strategies included: (1) the creation of planning committees with relatively open membership; (2) informal talks among teachers; and (3) more formal written or oral presentations to the planning committees. Parents did not appear to exercise a direct influence. There was, however, provision for student and parent membership on the committees.

The active committee members included teachers, department heads, vice-principals, principals, the area superintendent and several members from the Ministry's regional consultants group and Queen's Faculty of Education. As a result of their exchanges over a nearly two-year period (Planning Phase I) the members of the committee concerned with the school's program formulated a definite conception of the proposed school -- its curricular program, its staffing, its architecture and its general philosophy. However, this was done prior to the hiring of the principal and his staff. (As we also pointed out earlier, with the new principal and a new area superintendent at the beginning of Planning Phase II, there was a shift in emphasis to a slower, more developmental approach to change, rather than a move to establish numerous innovations.) In any event, the majority of staff had very little opportunity to become familiar with the goals and activities as formulated during the earlier planning phase. They, of course, did become aware of some of these goals as they were communicated by the principal.

As of September 1974, staff members had been able to do very little detailed planning regarding the new roles referred to in Chapter III. Most of the staff were hired in April and May, 1974. In this period they were almost totally absorbed by their own end-of-the-school-year responsibilities. With the pressure to develop curriculum activities from general guidelines, to order texts and other supplies, they had little opportunity to consider new ideas, let alone to formulate ways to enact them. Furthermore, the fact that they were moving into a traditional building in shared facilities for the first four months also inhibited innovative planning. As a result, in the short run one might predict that the teachers would retain their former practices, or alternatively, depend upon the principal (and on any leaders who might emerge from within the staff) for direction.

The principal's approach to change was essentially a developmental one. That is, at the onset, he tended to accept and to support current practices in program, and educational roles and role relationships. The outstanding exception to this approach was the form of school organization with respect to staffing. The flat organizational structure was a marked departure from current practices in the province.

At the time of his hiring the principal discussed these issues with the hiring committee. While in general his philosophy of education and his operationalizing of that philosophy were not incompatible with those formulated by the planning committee, there were certain differences, for example, the use of new practices right from the school's beginning, the semester plan, and the deanship form of organization. In other words, there had not been a complete linking between the planning phases and the practices which would be in effect when the school opened.

In summary then, a number of factors affected the innovative nature of the Bayridge Secondary School program:

1) The principal, the individual usually seen as the foremost director and determiner of a school program, was not part of the early development and articulation of the educational philosophy and practices of the new school.

2) The majority of his staff were not a part of this planning. As a result, the Bayridge staff was not fully aware of the expectations that developed and had been fostered within the County and within the community. Nor did they have clear expectations about their own program goals.

3) The teaching staff at the time of hiring were absorbed with the responsibilities of their current positions and had little opportunity to consider the program for the new school. The little time available was absorbed with the immediate practicalities of obtaining books, supplies, developing curricular activities, and becoming familiar with new colleagues. As a result, there was no doubt a tendency to adhere to previous practices or to follow conventional methods, or alternatively to seek or to expect rather specific direction from recognized authorities (e.g. the principal) in pursuing new approaches.

4) The forced sharing of facilities, rather than beginning in the new building, also could be expected to be a constraint on the development and practice of new techniques.

So far in this report we have discussed mainly problems and issues concerning the planning period. In this chapter, we begin to identify some of the general implications of planning activities that would affect the type of program that would evolve when the school opened. We anticipate more systematically some of the possible problems the first year of implementation. It is our contention, supported by a few recent research studies that we draw on in this section, that certain problems of implementation are predictable at the planning and early implementation phases. To say that they are predictable does not say that they can be easily solved, but early recognition of these problems makes it more likely that they can be openly confronted and addressed before they reach crisis proportions.

What can we foresee as the major types of problems at this time? Strangely enough they do not relate to major differences in philosophy or goals. In most new settings, as Sarason (1972) points out, there is a high degree of agreement and enthusiasm. For example, we have seen that the staff generally felt this way. Rather, the largest problems concern whether the new roles implied by the philosophy and goals will become established. It might be helpful to review briefly some of these new roles, and to analyze some of the possible barriers to fulfilling them.

The new staff roles we identified in the previous chapter concerned a comparatively non-directive relationship with the principal, decision-making with peers on all aspects of the school, curriculum development including interdisciplinary teaching, working with paraprofessionals, working with parent volunteers and parents on committees, and new relationships with students to encourage their contribution to classroom and school-wide decisions.

The new student and parent roles were somewhat more difficult to identify, but their direction was toward greater involvement in school decisions and programs.

There is very little research literature on the problems of implementing new organizational forms and roles. However, there are three very good recent studies that do take this focus and make significant contributions to our understanding of the problems (Gross et al, 1971; Charters and Pellegrin, 1973; and Sarason, 1972). At this point we review their research findings and relate them to the situation at Bayridge. First, we might discuss the problems noted by these authors and then consider possible solutions.

Gross et al., 1971, carried out a case study of an inner-city elementary school in which a major organizational change in the role of the teacher was attempted. The change involved teachers supporting self-motivation and self-responsibility for learning on the part of the student. Gross et al. note that teachers were generally in favour of the change at the beginning. Six months after the introduction of the change, data gathered by Gross and his colleagues showed clearly that the staff were still behaving in traditional ways, and were devoting very little time to trying to implement the change.

The authors' analysis of the process of implementation led them to suggest the following four barriers:

1. Teachers' lack of clarity about what the new role entailed, that is, a lack of a clear image of the role performance expected of them.
2. Lack of capability or skills and knowledge required to perform the new role.
3. Unavailability of materials and equipment necessary to support the new role and program.
4. Organizational Incompatibility or the degree to which the time table or grading system etc. was inconsistent with the new role.

In relation to these four factors, Gross et al. derive several leadership or managerial responsibilities for reducing these barriers. Basically, they suggest that people in the situation need an explicit strategy for addressing these problems. This entails the need to take direct steps to help people identify, discuss, and develop a clear picture of their new role requirements, and to provide the relevant resources for learning the new role.

Specifically, there are two types of support that appear to be necessary in order to identify and cope with problems arising during the period of attempted implementation. One is structural, the other psychological or normative.

1. Structural -- support needed to establish mechanisms or vehicles (such as 'built-in' time) to address these issues.

2. Psychological or Normative -- support needed to establish the kind of atmosphere conducive to the relatively free (non-evaluative, non-threatening) expression of problems and frustrations such as teacher role overload, lack of managerial support, or strain among teachers or between teachers and other individuals.

Thus, both (1) and (2) complement each other, the former builds in opportunities to identify and resolve problems, and the latter provides support to do so constructively.

Let us briefly apply this discussion to Bayridge. We know that many of the staff were already concerned about questions of clarity, skills, and organizational support to develop and carry out their new roles. It was inevitable that these would become magnified during the first year of operation. The growth question would seem to be whether people felt that there were some organization supports and means for addressing the problems. Internally, this would depend on the extent to which the principal and staff built in means of dealing with the problems as they arose. Externally, it would depend on whether the superintendent and Board had a sufficient conception of the problems of implementation (such as those mentioned in this chapter), so that adequate channels of communication would be established within the school to facilitate timely decisions on issues related to these problems.

Charters and Pellegrin (1973) summarize research findings from four case studies concerning barriers to the implementation of differentiated staffing.

(1) The innovation or organizational change is described or referred to in abstract, global terms emphasizing benefits to be realized rather than the nature of the changes themselves.

(2) Teachers, even under conditions where they choose the situation, have little basis for knowing the nature of the change to which they are committing themselves, since the specific program is still to be developed. Neither the costs nor the benefits can yet be assessed.

(3) Since 'staff determination' is an overarching value, leaders intervene as little as possible. This may be perceived by the staff as a lack of appropriate resource support and as the absence of psychological support from administration. It may also lead to problems at a later stage if the leaders who are accountable for the "success" of the school have to intervene at a crisis stage, thereby creating strain with the staff.

(4) Members of the teaching staff are not necessarily clear as to what the change is, nor can they easily work this out under conditions of competing time demands, lack of a structure and lack of experience in collective decision-making. Teachers are expected to carry out their normal time-consuming instructional duties, while simultaneously figuring out how to work with other teachers in team or committee decision-making.

(5) While the change implies that 'they' are to become largely responsible for defining the new program, the individual teacher does not have clarity about how his responsibility actually can be carried out. Since most individuals may feel this way, there is no 'collective' responsibility. This situation is compounded by point (3) above.

(6) The time schedule for implementing and carrying out the new program is unrealistically short, exacerbating all of the above problems.

(7) Finally, the "costs" of participation (role overload, diversion from core teaching, frustration at lack of progress, lack of rewards) begin to outweigh the benefits, and people lose commitment and/or leave the situation.

To what extent did the potential factors exist at Bayridge? The first factor, the abstract nature of the innovation, applies in one sense but not another. The innovations were not defined concretely at this point, but on the other hand, there was no pretense on the part of the staff that this was the case. This is very important because in the innovations studies by Charters and Pellegrin there was this pretense, that is, there was the implication: "We have a particular innovation called differentiated staffing and we are implementing it." At this point at Bayridge there were no particular program innovations, but only plans to work towards them.

Factor two does seem to apply to the staff at Bayridge. They had committed themselves as collective decision-makers in a flat organizational structure without clarity as to the costs and benefits. Whether this was to become a problem would depend on the other factors.

Factor three is very difficult to assess because it relates to the development of a fine balance between staff determination and administrative support. This can only be examined at a later time.

Factor four concerns the need for time and a structure to define the new programs. This will always be a problem, but the question is, "Are there specific ways or plans for addressing it?" First, there was a committee structure for collective decision-making. Second, there were plans to use the finances saved on supervisory staff to provide time and help (paraprofessionals) to teachers to enable them to spend time defining the new program. The timing and manner in which this was established would be important during the first year of implementation.

Clarity about responsibility, factor five, also seems significant, particularly in how individual committees learn to establish their own internal responsibilities, as well as their responsibilities to the rest of the staff and other school constituencies. Some staff members had already identified this as a concern (Chapter III).

Time schedule as a barrier was another factor at Bayridge which appeared to be formulated differently than in most new innovative schools with which we are familiar. The principal explicitly took a longer time perspective to facilitate the sounder development of new programs. It will be interesting to see if a longer time perspective results in definite incremental changes or whether momentum for change falls victim to routine (see(Chapter VI).

Sarason's (1972) study is probably the most comprehensively relevant to Bayridge because he examines the predictable problems of new settings, and how these new settings fail to develop their innovative promise. Since many of Sarason's points concern the types of problems just discussed we can report his main observations briefly.

Sarason's insights appear throughout his book, so that it is somewhat difficult to distill them into a few specific points. In our reading of his work we take the following points as representing major common problem areas that must be addressed (but usually are not) in the creation of new settings.

1) Realistic Timetable -- According to Sarason, (pp. 61 ff) in virtually every situation he has examined the leader or other authorities had an unrealistically short timetable within which they expected significant change to occur. Because they underestimated the complexity of social change, and because the timetable was unrealistic, people inevitably became frustrated with the lack of progress.

2) Absence of Vehicles for Criticism -- Sarason (pp. 74-76, 128-129) suggests that for various reasons, such as the aura of optimism and preoccupation with daily tasks, there is a failure to anticipate that problems will inevitably occur and a failure to formulate ground rules and vehicles for discussion to address problems and conflicts. If this is not done, problems must be handled at the worst times, namely when conflict and frustration are at their highest.

3) Leader's Sense of Privacy -- Sarason (pp. 218-223) states that assumptions about leadership in our society ensure that "the leader will remain a private individual, particularly in regard to thoughts and feelings reflecting anxiety or self-doubt" (p. 218). He points to several consequences including loneliness on the part of the leader and problems of openness between the leader and his staff, due to the fact that the relationship is unequal (that is, if the leader is not open with the staff, staff will not be open with the leader).

4) Decision-Making and Openness -- Related to the previous points is Sarason's discussion of leadership, decision-making, and openness

(pp. 244-246). He points out that the organization must continually confront the questions of "How should decisions be made, by whom, and on what basis?" (p. 244) especially in relation to whether the decision-making process produces thoughts and feelings which people would like to express but are unable to (due to problems of vehicles, and the absence of an atmosphere conducive to seeing problems as acceptable and inevitable).

5) Staff Development compared to Services for Clients -- in various places Sarason (pp. 214, 227, 238-239) argues that the conditions for staff development must exist if the staff is to extend these to clients. In other words, the leader (and the organization in general) must foster conditions where the goals, anxieties, and frustrations of staff can be expressed. If this need is bypassed or minimized it will interfere with the commitment and ability of staff to extend services to clients.

Many of Sarason's points can be misinterpreted, if taken to their logical extreme. He is not suggesting total openness, preoccupation with conflict, primacy for staff feelings, and so on. He is saying that the new organizations with which he is familiar have failed to agree that problems should be addressed as natural events, and consequently have failed to set up mechanisms for doing so under relatively non-threatening conditions.

Again, it would be premature to apply these factors to Bayridge. We do know that the time perspective taken by the principal was longer than in most innovative situations. The other factors will have to be examined as the organization develops.

IMPLICATIONS OF THE PLANNING PHASE

Some major events occurred during the planning phases which can obviously be expected to influence subsequent implementation. The following critical observations can be made.

1) There was no direct attempt to link early planning with later planning No specific mechanisms were established to do this.

2) In the absence of such linkage, the change in leadership of the area superintendents was crucial.

3) The principal did not attempt to link, except in the most general way, previous planning to his own planning.

4) During the critical final planning year there was no collective forum for development. Planning operated at the individual level on the part of the Principal.

5) The majority of the staff were not part of the planning, nor did they receive specific orientation or opportunity to develop their own approaches as a staff prior to the opening of the school.

6) Similarly, parents and students did not view the school as a significant departure from other schools.

Finally, it is necessary to stress that the original planning committee and the recent leaders (area superintendent and principal) expressed very definite images of the innovative features of the new school. The most obvious problem was that there was no provision for the images to be translated into practices. That is, there was no organizational attempt to support the various groups in the school in collectively developing new practices related to these images. In a real sense, the extensive planning during Phase I, which we documented earlier, had little or no meaning for Phase II planning, and one can expect even less meaning for implementation. Most of the analyses in this section have focussed on the leader and the staff. This was only for the purpose of illustrating the types of factors involved in attempting to bring about significant organizational and role change. We would now like to state unequivocally that all of these factors apply to other role changes involving students and parents. In fact, the problems are immediately compounded by the larger numbers, greater heterogeneity, and absence of collaborative relationships (between parents and the school, and between students and teachers) in the past.

Our purpose in reviewing the above factors has not been to show how discouraging the chances for change are. Nor do we imply that there are clear solutions to any of the issues. Rather, our purpose has been to identify factors that are usually neglected, and have consequent impact on the degree of success. The question is whether an organization has some explicit mechanisms for continually addressing these factors, not whether they can be entirely eliminated. A built-in means of addressing such factors seemed to be all the more important at Bayridge, because a more long-term developmental approach to social change was being attempted. The promise of the long-term strategy, if it works, is that basic changes become firmly rooted. If it doesn't work, it will be no more harmful than previous attempts, of which Sarason says, "The more things change, the more they remain the same."

V Implementation

OVERVIEW OF FIRST YEAR

In examining the school's first year of operation we provide a brief overview of the year, describe our samples and sources of data, and drawing on these data look at the implementation of the four major innovations attempted - the flexible structure, the flat organizational structure, community involvement, and student responsibility.

Since the new building was not ready on schedule, the school opened in September of 1974, housed within an older, established inner-city high school, where surplus space had become available. In addition to the principal and his administrative assistant, there were sixteen classroom teachers, a guidance counsellor, and a resource librarian. The position of office clerk was filled, as well, but with a considerable turnover of personnel for the first few months.

There were two hundred and sixty students, approximately evenly split into grades nine and ten. These students were being brought to the school by bus from another secondary school closer to their homes in the subdivision or on the outskirts of the city. Many students had first to take another bus to this school, so that they had four different bus rides each day. Because of the time needed for travel, classes commenced relatively late in the morning and closed early in the afternoon. Lunch hour was brief (40 minutes).

Although the school operated as a separate unit within the other secondary school, it nevertheless had to conform to the latter's routines, to a degree. For example, period lengths were governed by the other school's bells - which rang at 40-minute intervals. Although some rooms were entirely taken over by the Bayridge school, others were shared by the two schools. A single large hall, with a single partition, housed the Bayridge offices (principal's, office staff's and guidance counsellor's) as well as serving as a staff room, resource centre, and storage room.

The year opened, for the staff, with an intensive two-day staff meeting. This was the third staff meeting - two other ones having taken place the previous spring - so that staff members were beginning to become acquainted with each other. The four staff committees began to meet at this time. These were: the Budget Committee, the Community Relations Committee, the Curriculum Committee and the Student Morale and Discipline Committee. All committees continued to meet throughout the semester, but some were definitely less active than others.

In late September, the Community Relations Committee organized a Profile Night for parents. This was considered to have been well attended and well received.

Another occasion of parent-teacher meetings was Parents' Night, held in November, after the interim reports were distributed.

There were few activities for students during the semester. This was largely accounted for by lack of time and lack of facilities. On the whole, there was little chance at this time for the school to act and feel as an independent unit. One exception to this was "Spirit Day," held in October. This outing to a nearby conservation area gave the entire school its first day of independence.

The relationship between Bayridge and its host school came to be seen, by the administration, staff and students of each school, mainly as one of conflict. The two schools operated under somewhat different philosophies of education, with Bayridge placing less emphasis on discipline and control than did the other school. The sharing of equipment and some classroom space was another source of friction. The move of Bayridge school to its own building was eagerly anticipated by members of both schools. (See Appendix E for further discussion of sharing accommodations).

This was to take place early in the new year. As time progressed, however, unforeseen construction delays made it evident that the new school would not be entirely completed by the previously projected date of January, 1975. The building's main structure, and a number of interior areas were, however, entirely completed by Christmas, and the principal and his staff decided to move despite the fact that construction would be continuing for some time.

Board guidelines on the total supervisory budget for a school the size of Bayridge were somewhat non-specific. Accordingly, the school looked at the personnel budget requirements of another county secondary school of a comparable size. This resulted in an estimated sum of money that Bayridge could use for its own supervisory staff. However, under the flat administrative structure, supervisory help (vice-principal, department heads) would be eliminated. Monies not expended in that area could be redirected to the funding of para-professionals and other support staff.

Early in the year, the school had prepared a proposal outlining the ways in which this allowance would be allocated. This was submitted to the Board for their approval. The school had decided that their needs consisted mainly of clerical support staff - e.g. a guidance secretary and a full-time operator for duplicating equipment. In addition to clerical help, there was to be a full-time assistant in the resource centre and an additional half-time teacher. Finally, a certain amount of money was set aside to be used for professional development activities.

The Board of Education appeared to be hesitant in approving these new positions. After some delay, however, the positions were finalized and by the end of the first semester these positions had been filled.

After the Christmas break, Bayridge students attended their own school for the first time. For many of them, the school was a brief walk from home. Others still had to take a bus. The extra time gained because less time was needed for travel was used by the school to lengthen the school day and to double the lunch hour. Period lengths remained what they had been all along, but the longer lunch hour would give a chance for students' activities and for intramural sports to take place. These were organized soon after the move, most of them commencing in February.

February also marked the beginning of the second semester. The timetabling for this semester remained essentially the same, except for the fact that one extra period was added on to each day. Each student would now have one unscheduled period each day and some teachers could now have double periods.

The free period for students was somewhat controversial at first. A study room was set up, but the staff decided not to make attendance compulsory and soon it was used by only a few students. Other students would spend time in the resource centre, which was steadily gaining materials and equipment. Students could also spend time talking with each other in the large front mall or step outside the school for a while. After some area residents complained, students were asked not to leave the school property during their free periods.

Construction was proceeding throughout the semester as the projected completion date was progressively delayed. The Cafetorium and the Theatre Arts room were opened in March. The entire second story was opened in April.

Equipment for the school was, in some cases, extremely slow in arriving. In certain subject areas, such as science and home economics, this lack of equipment placed real constraints on the topics which could be covered. An additional problem was that due to inflation, the equipment budget originally allotted to the school no longer had the purchasing power intended. The school chose to buy some high quality equipment at the expense of not being able to buy other things at all. For example, two shop areas did not open because of lack of equipment.

Few parents visited the school until Parents' Night in late April and the production of the school's first play, Oliver, in early May. There would be nor formal opening of the school until all construction was completed. It was tentatively scheduled to take place only during the following year.

The school year ended in June. After the students left, the staff engaged in ten days of professional development activities.

METHODOLOGY

In studying the first year of implementation at Bayridge Secondary School, we attempted to gather information from a wide range of sources. To do this, we relied on both quantitative and qualitative methods. The approach we used depended largely on the group or individual who was the target of our interest and the manner in which the information was to be used. Using this multi-methodological approach, we feel we gained a comprehensive understanding of and knowledge about events at the school, attitudes of each of the constituents (students, parents, staff and administration), and interaction of these various groups. Much of our information was obtained through surveys, but as a supplement, we have also talked both formally (taped interviews) and informally with many persons who played a significant role in defining and implementing the philosophy of Bayridge Secondary School that emerged between 1973 and 1975.

An overview of the data gathered from the main groups is presented below.

	Fall 1974	Spring 1975
Students	219/260 (84%)	213/260 (82%)
Parents	58/128 (45%)	54/120 (45%)
Staff	9/18 (50%)	* 18/18
Principal	*	*
Central Admin.	* Area Supt.	* Area Supt. * Supt. of Curriculum * Local trustee

*Interviews. All others were by questionnaire

Data were gathered twice from each of the major constituencies. A first set of information was obtained in November/December 1974 when the school was operating in the shared facilities. The second set of data were collected in late Spring of 1975 (April-May-June) when the school had been operating in the new building since January. In each case questionnaires were developed with the help of key committees. For example, the Student Morale and Discipline Committee worked with us in developing some of the items for the student questionnaire and the Community Relations Committee made suggestions for the parent questionnaire.

The questionnaires cover a wide variety of issues: goals, communication, decision-making, roles and relationships of all groups, classroom climate and activities, major innovations, and so on (the questionnaires are produced in full in Appendices B, C, and D). The spring questionnaire was similar to the first one, but included new questions on attitudes and perceptions of the new school, and on changes between the first and second semester in the operation of the school.

The student questionnaire was administered by the researchers in all classes of the school, resulting in very high return rates of 84% in the fall and 82% in the spring. In order to avoid two sets of mailing to all parents, we selected a 50% random sample for the fall questionnaire and used the remaining 50% as the sample for the spring. In both cases, after sending the reminders we obtained a 45% return from a questionnaire mailed to their homes. This response rate is typical of surveys. Even with this relatively low return, much useful information on parents' concerns and expectations was gained from the survey.

The staff questionnaire was distributed in December to all 18 members. Even after reminders we were able to obtain only a 50% response. The timing of the questionnaires probably accounted for this low response. The distribution of questionnaires was followed by a decision to move into the new building, which was only partially completed. Staff members were extremely busy with last-minute preparations, and once in the new building there were many inconveniences and organizational problems to contend with.

Because of the low return rate in the first term we decided to interview all 18 staff members in the second term. We divided the staff randomly into two groups of 9, and interviewed one group in the middle of the term, and the second group toward the end (June). We also formally interviewed the principal on two occasions, in addition to discussing matters with him every week throughout the year. The Area Superintendent, Superintendent of Curriculum, and local trustee were also interviewed.

In addition to formal data gathering from staff and students we observed them in a number of different situations. The research team frequently attended committee and staff meetings to discuss results from the parent and student surveys with the staff, to solicit their ideas and suggestions for future data gathering, and to observe their dealings and encounters with one another. In particular, several meetings of both the Student Morale and Discipline Committee and the Community Relations Committee were attended.

We also attended general staff meetings, committee head meetings, student functions (club meetings, sports, student council). Through all of these means of contact, we became very familiar figures in the school. We made a point of spending at least one-half day a week in the school, even in the absence of official meetings. Our frequent presence allowed us to talk extensively and more informally with all staff members and to be in continual touch with activities and events at the school.

Judging by the information we collected, four major innovations characterize the main aspects of the school's development in the first year. An examination of the implementation of these innovations - the flexible structure, the flat organization, community involvement, student responsibility - enables us to analyze what happened during the first year of operation and to consider the relationship between early planning and implementation.

FLEXIBLE STRUCTURE

The flexible, semi-open design of the Bayridge Secondary School building was conceived of far in advance of the construction of the building and long before the school's staff (principal and teachers) had been hired. In December of 1970, the original core Planning Committee had drawn up a report entitled "Recommendations to the Board of Education and the Architect to Assist in the Designing of the Western Secondary School." Included in these recommendations was a proposal for flexibility of space to ensure maximum program flexibility. As well, the report outlined a preliminary description of physical facilities for the school.

From June to October, 1972, the Academic Planning Committee worked closely with the architect in determining the general plans for the school's design. This Planning Committee had been divided into five subcommittees which reflected various areas of learning: Arts, Communication, Pure and Applied Sciences, Social and Environmental Studies and Business Education. The architect worked in close conjunction with these subcommittees. Each subcommittee worked on designing spaces ideally suited to its subject area. The intention was that the building, the actual physical structure, would be fitted into the curricular program, rather than the usual procedure of constructing a building and then determining the curriculum. In addition to their work with the architect, members of the committee visited several other innovative Ontario schools to familiarize themselves with various possibilities in architectural design.

In the early months of 1973 (January to March), recommendations for the school's architecture were refined and made more specific by the Planning Committee. In December, the construction of the school began.

The main guiding principle during the months of activity and consideration by the Planning Committee had been an emphasis on flexibility of structure. A flexible plan, it was argued, would be equally suited to a variety of teaching strategies and school programs. The planners envisioned the space being used in an "open" or "closed" fashion as desired by the teachers. Moveable partitions were recommended in all possible parts of the building. The large resource centre was intended to be the heart of the school and the focus of activity.

The completed school building plans encompassed many of these initial ideas. The size had been decreased substantially, however, resulting in somewhat of a loss of flexibility, as there were fewer areas in which to work. There were, nevertheless, large open areas throughout the school (e.g., bear pit areas, resource centre, and some teaching areas) that would allow for flexibility in teaching and learning styles and would favour a range of activities taking place simultaneously in one area.

In the first year of implementation at Bayridge, we were interested in determining if the goals that were formulated in the planning stages were being met and if so, to what extent. The goal of flexibility of space, as articulated by the early planners, had connotations more far-reaching than simply recommendations for the physical design of the building. Implicit in their plans for maximum flexibility was the idea that this semi-openness would allow for a wide range of teaching and curricular experimentation and exploration and that the physical setting would be closely linked to the school's philosophy.

In the surveys conducted of parents and students during the second semester (see "Methodology" in this chapter) and in our exchanges with staff members, particularly in the course of interviewing them, we were interested in determining the reactions of these various groups to the flexible structure of the new secondary school and the implications of this type of physical setting. During the fall semester, the school was located in a traditional closed-classroom setting and the move to the new building was a significant change for all constituents, not only in the organization and programming but also in adjusting to a completely new (semi-open) learning and teaching environment. None of the teachers had taught previously in this type of open setting, nor had the majority of students attended another school with a design similar to Bayridge's. We expected that there might be changes in styles of learning and teaching that would have to be made by all those involved in the educational process. It is interesting to examine the varying points of view of these three constituent groups (parents, students, and teachers) after they had had an opportunity to become familiar with the new flexible setting.

During the month of April, we conducted a survey of Bayridge students and included on the questionnaire a number of items regarding students' reactions to and perceptions of the new school building. From their responses, it is evident that they viewed the building and the unique aspects of its architecture in a very favourable light. They seem to have had very few difficulties in adjusting to their new surroundings and many students made comments regarding the positive effect the flexible setting had had on the overall climate of the school. A breakdown of responses to many of the items on the survey indicates these general feelings on the part of the student body.

A large majority of students (63%) indicated that they preferred open-area classes to those in closed or standard classrooms. Only slightly more than one-tenth of Bayridge students (13%) replied that they didn't like open-area classrooms. An additional one-fifth (21%) had no preference. (See Table 1).

Students seemed, on the whole, to be very positive about Bayridge's second semester of operation. These feelings might in part have been related to the newness and uniqueness of the physical environment. For example, an overwhelming majority (75%) of students stated that they felt that students at Bayridge had more freedom than students at other schools. Only a small proportion of respondents (6%) replied that the opposite was true. (See Table 2). This perceived freedom may be related to the fact that Bayridge students were not always confined to closed-classroom learning situations. It is certainly the case that students seemed to prefer spending their free periods in the more open areas of the school. One-fifth preferred spending this time in the resource centre, another one-fifth mentioned the open mall area, and finally 17% said they spent their free periods around the main entrance. That is, over half the student population (57%) frequented the open regions of the school during their spare periods. (See Table 3).

Another example of students' positiveness about the second semester of operation in the new building is that an overwhelming majority (81%) felt that school spirit had improved a lot since the move to the new school. Very few students (8%) felt that school spirit had declined. (See Table 4). Students were asked what should happen to a student who was caught causing serious damage to the school building. Their responses indicated their pride in the new building. Over one-half (56%) stated that the offender should be suspended or expelled or that the police

Table 1

Students' Feelings Regarding Open Area Classrooms

n=213

	Number	Percentage
I prefer them.	134	62.9
I don't see much difference.	45	21.1
I don't like them as well.	27	12.7
I don't have any classes in open areas.	2	0.9

Table 2

Students' Perception of Freedom at Bayridge as Compared to Other Schools

n=213

	Number	Percentage
Less freedom	13	6.1
Same amount of freedom	24	11.3
More freedom	160	75.1

Table 3

Area Preferred by Students for Free Period

n=213

	Number	Percentage
Resource Centre	41	19.2
Other instruction area	5	2.3
Away from the school	16	7.5
Around the front entrance	36	16.9
Mall area	44	20.7
Other	47	22.1

Table 4

Students' Perception of School Spirit in the New Building

School Spirit has Improved a lot:

n=213

	Number	Percentage
Strongly agree	97	45.5
Agree	76	35.7
Disagree	13	6.1
Strongly disagree	5	2.3

Table 5

Student Opinion Regarding Vandalism of School Building

What should happen to a student who is caught causing serious damage to the school building?

n=213

	Number	Percentage
Lecture by principal/parents contacted	23	10.8
Moderate punishment	32	15.0
Suspension	52	24.4
Expulsion/call police	67	31.5
Given another chance	1	0.5
Miscellaneous	2	0.9

Table 6

*Students' Perceptions of Changes Since Move to the New Building**

n=213

	Number	Percentage
Better atmosphere	69	32.4
Worse atmosphere	13	6.1
Organizational/timetable changes	12	5.6
Changes because of location	22	10.3
Initial inconveniences	35	16.4
Better relations with staff and students	16	7.6
Comments regarding physical plant and facilities	47	22.1
Extra-curricular changes	4	1.9
Miscellaneous	21	9.9

*(Note: There may be more than 100% response in this table since students could mention more than one item.)

Table 7

Student Use of the Resource Centre

n=213

	Number	Percentage
Frequency of Use		
Almost every day	43	20.2
At least once a week	55	25.8
Occasionally	88	41.3
Never	22	10.3
Feelings of freedom to ask for help		
Very free	140	65.7
Somewhat free	32	15.0
Slightly free	20	9.4
Not at all free	6	2.8

should be called. Only 26% would deal with the offender moderately - i.e., demand pay for damages, revoke privileges, impose a lecture from the principal, phone parents, or "do nothing." (See Table 5).

A final question related to students' perceptions of the school building asked that they indicate the biggest change they had experienced since the school had moved from the temporary location into the new building. Almost one-third of the students (32%) commented on the improved atmosphere of the new building. Many of these concerned features of the architecture that gave the school a freer, more relaxed environment. An additional one-quarter (22%) had positive remarks to make about the physical plant or facilities of Bayridge. (See Table 6).

In 8% of the students' responses it was said that staff-student relations had improved since the move. This again, is probably partially a function of the more open environment. Some students pointed out that the informality and openness of the physical setting made staff-student exchanges more frequent and more relaxed. (See Table 6).

One aspect of the school's design envisioned by the original planners was the centrality of the resource centre - it was to be the hub of activity and learning. We questioned students about the use of the resource centre to see if, in fact, the planners' predictions had been correct. Almost one-half of the student body (46%) used the materials of the resource centre's facilities. However, a significant group of students (10%) never made use of these available materials. Almost all students (81%) replied that they felt free to ask for help in finding and using materials in the resource centre. (See Table 7).

On the basis of these survey results, it seemed that students were generally adjusting well to their new, flexible environment. Only a very small minority of students mentioned problems which were specifically related to the architecture of the building. A few students, for example, had initially experienced concentration difficulties because of noise distraction. Some of these students, however, indicated that the problem was related to noise not from the teaching areas but from the continuing construction. This was a source of annoyance for the first couple of months of the second semester while the school building was being completed. For the most part, students expressed a great deal of satisfaction and had very positive remarks to make regarding the flexible setting.

In our interviews with staff members (teachers, principal, support staff), during the months of March and June, we asked about their reactions to the flexible setting and how, if at all, they had altered their teaching styles to meet the physical demands of the new building. In addition, we were interested in learning if they had perceived changes in student behaviour since the move. (Appendix E.)

In practically all instances, staff members had positive comments to make about the new environment. Many teachers expressed relief at leaving the traditional closed-classroom set-up. There seemed to be a short period of adjustment at the beginning of the semester, but once teachers were finally set up in the areas they would occupy for the remainder of the school year and once construction of the building had been completed, many of these minor inconveniences and problems were gone. One teacher, for example, mentioned being somewhat intimidated initially by teaching within sight and hearing of other classes and teachers. A few other teachers had initial concerns about students wandering through open areas and disturbing classes in progress. This, however, ceased to be a problem after students had become more familiar with and adapted to their surroundings and once it was realized that a certain amount of activity and noise would be the order of the day.

> There is a lot of activity, but you get used to it and it doesn't bother you.

The flexibility, rather than complete openness, of the school building was seen generally as an asset. It was mentioned by a few individuals that some subjects (e.g. oral language) could more effectively be taught in closed areas while others, relying less on audio but more on visual methods, were more suited to an open area.

The fact that the building was still under construction when the school was relocated in January became a source of annoyance. Aside from the fact that students and teachers were bothered by this extraneous noise, there was the added inconvenience of all classes having to be temporarily located on the first floor while the second floor was being completed. This situation was not resolved until after the spring break and in the meantime, students and teachers had to contend with some congestion and confusion on the ground floor of the building, particularly in the area of the resource centre.

One final problem that seemed to be somewhat related to the architecture of the building was mentioned by some staff members. It was pointed out that there had been no region of the school designated as a private area for students. In a traditional, closed-classroom setting, the need for such an area may not be as great as in a school such as Bayridge. The large, open spaces made the students highly visible and it was difficult for them not to feel that they were in constant view by at least some staff members. This issue is closely tied to a concern that was expressed by many staff members. It was felt by some staff members that students should not be permitted to roam freely about the school but should be restricted to certain areas - in particular, they should not be allowed in the staffroom. Other staff members felt that such a restrictive policy would be unjust given the fact that there was no exclusively student domain; the staff members had an area of retreat and escape while similar privacy needs of students were not being met. This issue of territoriality was never dealt with in a centralized manner and usually, when circumstances presented themselves, teachers dealt with the situation in a way consistent with their personal biases.

Staff members made many comments favourable to and supportive of an open classroom approach. On a number of occasions, teachers mentioned the need for them to be more flexible and creative in their methods than was necessary in a more traditional setting. Most teachers felt that in an open area classroom, the formal lecture approach was not always the most effective way of presenting course material. For example, many teachers had experimented with small group learning situations and tried a teaching approach more oriented to the individual.

> If something is going on other than Socratic teaching, there shouldn't be a problem. Linear seating arrangements won't always work (in an open setting).

Several staff members felt that the open situation was somewhat more demanding of the teacher, requiring more time for organizing and preparing material. As one teacher pointed out, "Courses need to provide the structure rather than the building."

The original Bayridge planners had anticipated the use of the building and the school's facilities in a very specific context - the learning process would be totally integrated with and designed around the physical setting. The fulfillment of this goal did not really emerge during the first year of implementation.

The planners had envisioned small groups of students engaged in a multitude of activities throughout the school, making use of all the resources available to them. There were, however, attempts by teachers to move in this direction; certainly, many expressed the need for such an orientation and hoped that in subsequent years, learning situations of this nature would be prevalent. As one teacher noted, the freedom was there to try different teaching styles and to make full use of the resources at their disposal. Even the few cautious steps that had been made in this direction required teachers to be continually thinking, experimenting, and evaluating.

One opinion frequently expressed by teachers was that the open physical setting affected the overall atmosphere of the school and the quality of student-student and student-staff relationships. Many described the environment as freer and more informal than in schools in which they had previously taught. According to staff members, students were more relaxed and shared more in each other's experiences:

> "(There was) some stuff going on in the bear pit one day. Everyone watched - this was interesting."
>
> "Kids are breathing a lot better...more relaxed... more perceptual freedom. They're adjusting to it and going back to their natural world."
>
> "Openness has made the students more friendly - they feel so free."

It seems as well that staff members themselves appreciated their open surroundings and felt more at ease teaching and interacting in such a setting. A typical comment was the following:

> "I feel much more relaxed with kids... don't feel you're in a box. It's the physical arrangement that produces this."

The staff perceptions of the flexible structure were, like those of the students, generally positive. Any complaints that they had seemed to be, for the most part, minor or circumstantial. They were still in a phase of 'feeling their way' and trying to develop patterns of teaching compatible with the physical design of the Bayridge building.

Parents had slightly different and more varied attitudes to the school's open structure than did either students or staff. Their contact with the school had been somewhat limited (see "Community Involvement" later in this chapter) and at the time of our spring survey (April

1975) many of them had not yet had an opportunity to view the inside of the building. For the most part, however, they seemed to have formulated opinions about the openness and flexibility of the physical setting based largely on indirect information from students, other parents, and written communications from the school.

One question in the spring survey asked them to indicate their impressions of the new building. A wide range of responses were given. Many parents were favourably impressed with the design and appearance of the school building and in particular with the openness of many areas in the school. Some expressed the feeling that there would be a positive relationship between the openness of the setting and students' motivation and willingness to learn. Several such favourable comments about the open physical setting are the following:

> "Cheerful. The openness gives a spacious feeling. The colour scheme is vibrant in the carpeting, lockers, and walls."
>
> "Imaginative. Will elicit positive response toward learning."
>
> "Ultra modern. (The building) offers every opportunity to the student who wants to learn."
>
> "Very good. Students have free feeling and use the bear pits for discussion about educational and social problems. I like the open feeling. It will help with student-teacher relationships."
>
> "Very comfortable. I'm very pleased with it."
>
> "Truly beautiful place for higher education."

Other parents were more reluctant to praise the non-traditional design. Some individuals made remarks about the extravagance and over-luxuriousness of the setting and a few others were opposed to the openness of the interior design. These more negative reactions to the setting and the feeling that such a design is incongruous with a learning environment are expressed in the following verbatim comments:

> "I can't go with the open concept situation."
>
> "Architect's dream - teachers' nightmare."
>
> "Very nice, but very open."
>
> "Too expensive ... rugs are not necessary. It's too much like a college."

Several other parents were, at this early stage, ambivalent or reluctant to express an opinion as they had not had the opportunity to view the interior of the school.

A further question on the second semester survey of parents asked them to indicate the biggest adjustment their son or daughter had had to make since the move to the new building. Here again, a few parents expressed concerns about the open environment. Proportionately, however, they represented a small minority of the total group of respondents. Here are a few of the comments they made:

> "....disappointed in the open structure of the new school. However, my son is now adjusting, but finds it more difficult to concentrate."
>
> "How to cope productively with the freedom offered."
>
> "Open class concept and too much idle time."

Finally, we asked parents to indicate any concerns they might have about the school and to reflect on changes that they might make in the school's operation and organization if they were given this opportunity. Some parents had comments to make regarding the school building:

> "Will it (the school) become just a great piece of architecture? I would hope that it is there to instil the discipline of learning and social development."
>
> "The free school concept seems to work satisfactorily."
>
> "Should utilize that beautiful building for more than 9:00 A.M. to 5:00 P.M., Monday to Friday ... should be for parents as well."
>
> "Change open areas to closed."

Parents seemed generally to have more disparate feelings about the school's flexible structure than did either students or staff. It seemed that many of them were suffering from a lack of information or had not taken or been given the opportunity to become familiar with the interior design of the school. Although some expressed very definite views about the semi-open concept, they did so often on the basis of hearsay and conjecture about the school's activities and objectives. They were somewhat reluctant to acclaim a non-traditional, flexible approach to school construction before they had been given positive proof of its viability.

Having looked at the attitudes of all three constituent groups (students, staff, and parents), it is worthwhile to draw from their opinions and statements implications regarding flexibility in structure for other schools.

It seems that there may be an initial period of adjustment for individuals (staff and students) moving from a closed, traditional school building into a more flexible structure. It is only gradually, perhaps over a number of years, that different teaching and learning strategies may be developed that rely on and are congruent with the physical setting. Rather than having centrally imposed strategies and methods for teachers to adhere to, it is probably best that they develop individual styles of teaching and experiment in a classroom situation with the possibilities and limits of a flexible setting. The flexible rather than totally open concept provides the opportunity for a wide variety of subject areas and a range of teaching approaches. It may be that certain subjects are more suited to the closed classroom areas of the school and others favour a larger, less confined area. Staff members who are unable or unwilling to cope with an environment that may be initially somewhat confusing and ambiguous will probably have difficulty in adjusting to a flexible school setting.

Generally, it seems that students react favourably to this kind of environment and experience no great difficulties in modifying or adapting their approach to learning. From our data, however, it seems that a few individuals may be better off in a traditional, closed-classroom setting - students, for example, who have continual concentration difficulties or are easily distracted.

It would appear that there may be a certain amount of opposition to a flexible school building from parents of the students. There seem to be two main concerns that parents express. On the one hand, they may associate a flexible or open setting with an increase in permissiveness on the part of school staff - that is, because students generally have more mobility in a flexible setting, parents may interpret this as a laxity in discipline. Secondly, parents may initially make the assumption that a school setting with bright colours and wall-to-wall carpeting is an extravagance and a burden to the taxpayer. Both of these concerns may stem largely from a lack of information. If parents are educated to the potentialities of a flexible setting and if they see tangible measures of its success (e.g. satisfaction or achievement of their own son or daughter), then they are likely to be less critical of variations in the school's architecture and more concerned that the building and its facilities are being used as effectively as they might be.

FLAT ORGANIZATIONAL STRUCTURE

The school's first planners expected some experimentation with alternative types of staffing arrangements at the school. However, the actual form that this took - the flat structure - was designed by the school's first principal. He had had a personal interest in this type of staffing structure and some experience with it. It was his plan that the standard pupil-teacher ratio would be maintained while the responsibility allowances normally used for department chairmen would be used to hire paraprofessionals help. There would be no vice-principal, and the money saved by this would be used in the same way. Duties normally carried out by the vice-principal would be allocated among staff members and the principal, while an administrative assistant would be in charge of office routines.

Under the flat structure, teachers would take a greater responsibility for planning and would have a greater voice in making school decisions. All would be assisted in the handling of these extra duties by the paraprofessionals who would take over the routine and clerical aspects of teachers' work.

At the time that teachers were hired they had heard little about this flat structure. Most of them welcomed the opportunity to be involved in the making of decisions, but many were confused about the exact ways in which this would be done. The principal tried to get staff views on this, but the staff, at this time, was uncertain how the new structure for collective decision-making might be developed. The principal took the initiative and suggested that four committees be formed. This idea was supported by the staff. While staff members volunteered to serve on these committees, some reported that they felt they were "expected" to do so. In fact, all full-time teachers worked on at least one of the four committees, while a number worked on two.

The early images teachers had of the flat structure were characterized by a certain vagueness as to the exact nature of the roles they, the principal and the paraprofessionals would play. Most were enthusiastic and had some suggestions to make, but tended to look to the principal for more specific guidance.

The four staff committees set up were: Budget, Curriculum, Community Relations, and Student Morale and Discipline. Each was to make plans for and decisions about those aspects of the school program represented by its title. The jurisdiction of each committee was, however, not defined clearly in the beginning.

The Budget Committee was to make decisions about the allocation of all funds belonging to the school. The Principal was a member of this committee. Early in the first semester, the committee became involved with the Educational Resources Allocation System of the Ministry of Education. They attempted to follow this system. The process was to begin with drawing up a set of aims and objectives for the school, so that these could be ranked in importance and resources allocated to them accordingly. The Budget Committee's energies throughout the fall semester were occupied with this statement of aims and objectives. It was eventually completed and ratified by the other staff members during the spring months.

The Community Relations Committee started the year by organizing Profile Night during September. This evening - during which parents followed their child's timetable for a day - was designed to familiarize them with the school program and its philosophy. This evening was considered to have been quite successful. After this, however, the Committee became virtually inactive for the remainder of the semester.

The other committees met a few times, but were not involved in major decisions or events during the fall semester. By Christmas, it became evident that a number of difficulties were hindering their work.

On the staff questionnaire we had included a number of items concerning committee work. The majority of teachers indicated some degree of dissatisfaction with the effectiveness of the committee structure. The work of at least one committee was considered not to have "gotten off the ground." Another was said to be unable to cope with "issues galloping toward them." A third, operating relatively well from its members' viewpoint, was criticized for not communicating with the others.

A great many items were mentioned by the teachers as barriers in preventing their committees from doing a better job. These included the following: lack of time for meetings; lack of suitable meeting place; lack of resources, such as materials and clerical help; competing demands on members; no one to organize meetings; irregular meetings; and meetings which lacked coherence and continuity. Teachers also commented that the entire nature of committee work needed more definition and clarification. They said that there was lack of understanding of the committees' powers and priorities and that there was a general lack of sense of purpose and direction. They wished for clearer guidelines on their role.

One teacher commented about his or her doubts regarding the entire committee system.

> ...not convinced that committee structure is the most effective way for decision-making. An appointed cabinet, appropriately remunerated, would be more effective as a central decision-making body. This would receive input from the staff and committees.

Most teachers stated that they were aware of the work of only some of the other committees or that they only heard about decisions after they had been made. Nevertheless, the majority of the staff felt that most committee meetings were worthwhile and that the process tended to promote professional development. All teachers agreed that the committees were influential, at least to a degree, within the overall decision-making process at Bayridge. However, they agreed as well that committees should have more influence on decisions than they had up to this time.

Similarly, "teachers in general" were seen as having "some" influence at the school, although not as much as they had through the committee structure. There was agreement again that "teachers in general" should have somewhat more influence than they had had. When asked about the degree of influence each teacher felt that he or she personally exercised, respondents' opinions were quite varied. Only one person considered that he or she had a "great deal" of influence. The majority felt that they had "a little" influence. Nearly all teachers stated that they felt they should have more influence than this small amount ("some").

We asked teachers what should happen if an important problem were to occur that did not fall clearly under the jurisdiction of an existing staff committee. There was total agreement that a staff meeting should be called to explore solutions. There was general consensus that this was, in fact, what had been happening. A few teachers said, however, that sometimes the Principal would make these decisions without consulting the staff.

Staff meetings of the semester were seen by most teachers as having been quite worthwhile. There was strong agreement that they were held often enough to deal with major issues. Only a minority of the teachers indicated that there were some matters of concern to teachers which were expressed only informally or privately, but never in staff meetings.

Part of the intention of the flat organizational structure was that there would be a change in the traditional roles of principal and teacher. This does not appear to have taken place to a great degree during the fall semester.

Lines of communication between the staff and the Principal appear to have been very positive at this time. Most teachers reported that they felt that the Principal knew and understood their views concerning important school issues. Most said they felt able to talk to him about these. It was felt that the Principal usually learned about staff views through a combination of channels such as one-to-one conversations, staff meetings, and hearsay. The committee structure was not seen as a very effective mode of communication with the Principal.

On the whole, the relationship with the Principal appears to have been one mainly of co-operation. Teachers commented that he was "open to new views," "non-threatening," "informal," "very approachable," and "supportive."

All but one of the teachers said that they were satisfied with the amount of advice or direction they had received from the Principal. One teacher expressed a desire for more direction about committee work.

Within the decision-making process of the entire school, the Principal was seen as having considerable influence at this time. Teachers were in agreement that he should exercise this high degree of influence. One criticism was that the Principal's long-range plans were not made clear to the staff.

An additional aspect of the flat structure was to have been the hiring of paraprofessional help. This, in fact, did not materialize at all during the fall semester, and did so to only a slight degree in the spring. During the fall, teachers did not appear to see this lack of paraprofessionals as a major problem. They were preoccupied with the more pressing aspects of operating a school within a temporary shared setting. Furthermore, their lack of prior experience in working with paraprofessionals would have made this aspect of their new role seem, at least partially, an added difficulty. Nevertheless, they had expected and continued to expect that paraprofessionals would be hired.

In fact, the Board of Education appears to have been somewhat hesitant in approving the hiring of these workers. Some members of the Board saw the flat structure at Bayridge as a possible money-saving device in an experimental stage. This was not the stated view of the Area Superintendent responsible for Bayridge. He agreed with the Principal that a school with a flat organizational structure was but an alternative style of decision-making and responsibility allocation and that the school should receive the standard per-pupil financial allotment. However, another Area Superintendent told the researchers that the trustees "definitely" saw Bayridge as a possible source of savings. This viewpoint was also stated by one trustee whom we had interviewed.

It was not until halfway through the first semester that the actual hiring of some support staff was approved by the Board of Education. By January, a number of support persons had been hired. In addition to extra clerical help, there was now an assistant in the resource centre and an additional half-time teacher.

The school, out of necessity, had allotted much of the supervisory budget to obtain extra clerical help. The small size of the school meant that it would be operating under a disadvantage if it were to limit itself to its regular support staff budget. A certain minimum amount of clerical help is needed regardless of school size and because of this, Bayridge had to use its supervisory budget to obtain extra clerical help. Although these clerical workers affected the operation of the school as a whole, the teachers generally felt that they had little effect on their individual classroom workload. Many felt that the lack of department heads had resulted in an increased workload which was not being relieved by the anticipated paraprofessional help. This makes it difficult, therefore, to evaluate not only the role of paraprofessionals, but the entire flat structure as originally designed by the Principal.

In January, the school moved into its new building. At this time, the lunch hour was doubled to 80 minutes, so that some of the committees were able to use this time for meeting. Others met after school. There was no scheduling of blocks of time for committee meetings, but when the new semester started in February, more free time was scheduled for each teacher.

The Principal suggested, at a staff meeting at this time, that committees ought to start meeting weekly. One day per week was assigned to each committee for its meeting. The Principal requested, as well, a meeting with the heads of the committees on Fridays, so as to increase communication between the committees and between himself and the committees.

Although no official committee heads had been appointed until this time, all committees had evolved unofficial leaders. The Principal represented the Budget Committee, while the other three committees each appointed someone to chair. The Student Morale and Discipline Committee was chaired by the Guidance Counsellor.

After this date, the committees were meeting more frequently than they had previously but the weekly ideal was not realized for all committees. Teachers had a considerable number of competing demands on them. A new semester had just started. Many teachers were involved in the extra-curricular student activities and the intramural program which started at this time as well. The need to draw up curriculum outlines for the following year also came at this time. Without the help of the extra supporting staff and without the guidance of department heads, most teachers, and particularly the inexperienced ones, found that they had little free time.

In our interviews with the teachers in March (See Appendix D for interview schedule), we asked them how they felt the flat structure and the committees were working out.

Although most committees were meeting more regularly at this time, many problems were expressed. The number of active members (those attending meetings regularly) had been generally reduced to two or three people from the original five or six. One committee had experienced the problem of publishing recommendations only to have the staff reject them. After this, their activities were reduced to "a lot of talking but no action," as one member put it. Another committee had decided to put its decisions into a proposal form which would automatically become a rule unless there was feedback. The Budget Committee was also in the process of waiting for staff feedback on its statements of aims and objectives at this time. The fourth committee was said not to be working well at this time. This was seen as being caused mainly by lack of guidance and sense of direction. The full area of jurisdiction for this committee had never been clearly defined and the members were at the same time uncertain as to how to proceed and upset at being "ignored" when the Principal and/or other staff members made decisions on some issue which could have been considered the committee's work.

Lack of communication between the committees was seen as a problem. A central log book had been set up recently as a remedy. Minutes of meetings and committees' recommendations were to be placed in this book. However, it had not become widely used as yet.

The other central difficulty with the committees' work concerned definition of their role, especially in relation to the Principal. On the one hand, many people were uncomfortable with the lack of definition of the committee's role and wished that the Principal would provide closer guidance. On the other hand, some were resentful of the fact that the Principal still retained a veto power and that committee decisions appeared to be but suggestions. The Principal himself was aware of these feelings and his position was to slowly increase the teachers' and committees' responsibilities.

> "I don't want to force too much. I think I could probably sit down... and organize the whole thing, but... then it would be (the Principal's) organization and not theirs."

This had been part of his reason for not planning too many specific details prior to the appointment of his staff.

> "But if I had done that it would have been the gospel according to (the Principal) and would not have been an involvement on the part of the people within the organization. If I had suggested the wrong paraprofessionals, then it would always bring the cop-out that (the Principal's) planning was poor; he really didn't know what people wanted. As it is, we move slowly, but the people who are actually doing the job perceive the need and define the alternatives."

After the time of the interviews (March), most committees became more active than they had been during the fall semester. One committee in particular started to work quite late in the year, as though suddenly aware of its possible power. This committee initiated and chaired two staff meetings toward the end of the year. The central issue at these meetings was decision-making in staff committees and in the school as a whole. It was decided at these meetings that agenda for committee meetings should be circulated to all staff members three days in advance of meetings and that minutes of meetings and any resolutions should also be circulated within three days after meetings. All recommendations would become policy unless there were requests for further discussions. These requests should be placed prior to the next committee meeting and if more than a quarter of all staff members wished further discussion, a staff meeting would be called for this purpose.

It was also decided that committees would identify their terms of reference and objectives and publish these at the beginning of each school year. Areas of contention would be discussed with all staff. After this, committees would operate and make decisions following these ratification procedures.

These decisions reflect the committees' need for a clearer specification of rules, procedures, and areas of jurisdiction. This evolving clarification of roles fits the Principal's conception of the way the flat structure and the collective decision-making process would operate:

> "...the whole idea of decision-making on the part of teachers in groups is pretty heavy stuff and that takes a while to assimilate and I think they test you along the way to see - 'now does he really mean it, that he will go through with this policy?' There is an awareness there that has to build up and a comfort, security. Probably something you can't rush too much."

Teachers were interviewed once more, toward the end of the year, and asked about their feelings regarding the committees. Some of the committees had been highly active and gaining in power while others had had a steadily declining level of activity. One was considered "never to have really got going." Another had been very busy throughout the year and its meetings were often characterized by "heated discussions." On the whole, most teachers considered that the committee work was worthwhile and that some of the difficulties would be resolved with time. At least one committee was planning to have student representation during the coming year. Many teachers emphasized the need for time before evaluating the committee structure. They suggested that it be given at least three or more years of trial. A few teachers, however, had definite reservations on the system's survival.

Feelings about other aspects of the flat structure were varied. With regard to the lack of a vice-principal at the school, there were a number of complaints that certain administrative details had been overlooked. There was a feeling, as well, that both the position of vice-principal, and that of department chairman had been in effect partially or totally assumed by certain staff members. The only difference had been that these individuals had not received extra remuneration for these services. Some people commented that department heads would become necessary with growth in enrolment. It was said, also, that some staff members were hoping that at least a dean structure would develop and that they continued to think about upward mobility for themselves.

The paraprofessional aspect of the flat structure had not evolved to a considerable degree during this first year, but was expected to do so more during the coming one. Most teachers were somewhat resentful of the fact that they had received no benefits from their lack of chairmen and vice-principal during the year. There were suspicions that the money was being misspent and a general lack of awareness of the amount of money that should have been saved and the number of paraprofessionals that could have been hired. Most teachers, however, felt that it was too soon to judge the system and that evaluation should come only after a few years of implementation.

In a number of ways, the flat structure at Bayridge cannot be considered to have fully implemented during the first year. There were few paraprofessionals, and during much of the first year the school staff had to cope with the extraordinary exigencies of being first in a temporary shared setting, then in a partially completed new school still lacking much of its basic equipment. However, a number of conclusions can be drawn from the Bayridge experience, even at this early time.

Without a vice-principal and department chairmen, a considerable amount of work will fall back on the shoulders of the regular teaching staff. Provisions must be made to facilitate their assumption of these tasks, if the school is to operate smoothly and the flat structure is to work. We return to this question on page 228.

Basic to these provisions is that of time. One suggestion would be to schedule free time for the different planning functions that the teachers must perform. Department members appear to be able to find a convenient meeting time. It would appear important, as well, that there be at least some members of each department with some teaching experience in the area. At Bayridge, the more experienced staff members tended to fall into the role of guides for the first year teachers.

There must be time as well for committee meetings. The best system would be the scheduling of given blocks of time for this function. The 'all-purpose' extra time at lunch hour, used at Bayridge, had the disadvantage that some teachers had made other commitments.

Teachers, as a rule, should not serve on more than one committee. At Bayridge, many teachers did so at the beginning of the year, but most had dropped one of these by the end. Also, the compulsory nature of committee work needs to be considered carefully. It would appear that uninterested or unwilling members can retard the work of the whole.

Another important resource for committees is clerical assistance. At Bayridge this proved to be a needed service again and again, but there were few provisions for it. Agenda must be circulated prior to meetings and minutes and resolutions afterwards. This is essential for inter-committee communications. Many staff members at Bayridge complained of a feeling of wasted time when committee meetings passed without written resolutions or even minutes.

Still another useful resource is budgetary allowances for visits to be made to other schools or for visitors to come to the school. These exchanges are important sources of the new information and ideas that teachers exercising this increased responsibility find helpful.

As the flat structure began to operate, most teachers tended to continue to think in the same ways that had previously worked. They tended to look to the Principal for guidance, to see what he 'expected,' even as they emphasized that they welcomed their increased role in decision-making. The role of the Principal in this situation is all-important. He or she must encourage staff members until they fully realize the extent of their new powers and responsibilities. If he or she is to retain certain areas of the decisions to be made at the school, this should be made clear to the staff. Otherwise, they are likely to feel somewhat cheated when they find that something had been decided without them. The entire area of the assigning of areas of jurisdiction is highly sensitive. It is necessary to begin with some guidelines, open to change as the staff sees necessary. It is important, also, that no essential function remain unassigned or assigned to someone who cannot properly fulfill it.

A school undergoing this change should have its extra support staff soon after opening day. It is particularly important in the first year when the pressures on staff are unusually great. The paraprofessional positions should, of course, be subject to a yearly review. It is essential that the Board of Education respond to these requests without great delay.

The type of flat structure operating at Bayridge was highly complex. It was important both to respond quickly to its evolving needs and to give it some time prior to evaluation. At least one or two years of full implementation would appear to be a minimum amount of time needed for the system to evolve to a point where it could be properly evaluated.

COMMUNITY INVOLVEMENT

The idea of community involvement as an innovative aspect of Bayridge's operations was part of the school's planning from its beginning. Original planning for the school called for significant degree of community involvement. The man hired to be principal of the new school gave importance to the idea of community-school relationships in his hopes for Bayridge as well. In addition, the educational climate in the county where the school was located, and in the province as a whole, increasingly emphasized the importance of community participation in school affairs. Particularly during 1974, the year in which Bayridge opened, the community-school concept and community participation in education became popular, constituting political as well as professional and educational issues.

Our information on how the idea of community involvement manifested itself during Bayridge's first year of operation comes from a number of sources. Primarily, we have data on the opinions and attitudes of students, staff, and parents from a series of surveys conducted throughout the school year, and records of the activities and ideas of Bayridge's Community Relations Committee, which operated as one of four staff committees comprising the bases of the school's flat organizational structure. In addition we have information from meetings of and interviews with the school staff and interviews with Board of Education members.

Parent surveys were administered in December 1974 and April 1975. Members of the Community Relations Committee assisted in the development of the surveys. Parents were randomly selected for each survey so that half were surveyed in December and the other half in April. The response rate was about 45% in each case, meaning that in total, we have an indication of the opinions and attitudes of just under one-half of all the parents of Bayridge students. Information gained from each of the sets of surveys seems to be, for the most part, similar. Differences, where they do occur, would appear to be largely a reflection of parents' growing familiarity with the school rather than major changes of opinion or attitude. Other differences between the two sets of surveys appear, since the April questionnaire was slightly modified in format from December. Data differences between the surveys will be noted where relevant.

The first section of the surveys asked parents about their communication with the school. We asked parents about actual contact with the school - about either parent or school-initiated telephone calls and about personal visits to the school. We also asked parents to give some indication of their feelings about contacting the school and the people within it. Another series of questions dealt with how much, how well, and by what means information from the school was relayed to home. Finally, we listed a number of areas of concern regarding student's behaviour and asked parents to indicate how involved they felt they should become in these concerns.

The first area we investigated concerned phone calls and visits. It appears that relatively few parents called the school. In December, only 8 parents (14%)[1] indicated that they had contacted the Principal. From the April group, a similar number, 10, (18.9%) had telephoned the Principal during the second semester. The total represents just 16% of the total sample of respondents to the two surveys. Only 6 people in December (10%) and 4 in April (8%) mentioned calling the guidance counsellor, representing 9% of the two-survey sample. In December, only 3 parents (5%) had ever telephoned teachers, whereas in the April survey, 9 parents (17%) indicated that they had contacted teachers during the second semester. It is interesting to note that although the number of calls to teachers increased appreciably through the year, calls to the Principal or counsellor did not.

It was the Principal's policy to refer parents who called him to their child's teacher or teachers. Through the year, this may have become, to some degree, general knowledge so that parents who might formerly have telephoned the Principal, would instead choose to telephone a teacher. Nevertheless, the Principal remained the most popular person to call. (See Table 8A).

Reasons for these calls were almost as varied as the individual callers. As might be expected, calls were concerned either with questions about or criticism of the school's program - e.g. curriculum, timetabling - or with the progress, problems, or special needs of a son or daughter:

---

[1] Percentages have been calculated using the number of parents in each survey who returned completed questionnaires as a base.

> "To discuss advancement of our son."
>
> "Regarding a drop in marks in one subject."
>
> "Girlfriend's influences on our daughter."

In the April survey, we asked respondents about school-initiated telephone calls. Just over one-fifth (21%) indicated that some member of the school staff had telephoned since the beginning of the semester in February. (See Table 8B).

Most calls were reported to concern discipline problems, such as truancy. The predominant reaction of parents seems to have been surprise and pleasure at the concern shown by the school staff and a desire to co-operate with the staff in dealing with the difficulty.

> "(Our reaction was) pleasure that the Principal was concerned and annoyance with our son."
>
> "We were pleased not only with the teacher's attitude toward the students but also her dedication - e.g. using own time to contact parents."
>
> "Thank you. Hopefully won't happen again."

In general, then, telephone contact seemed to be a relatively little-used method of parent-school communication. This is somewhat surprising when one considers that in Canada, the telephone is a major source of and support for communication.

Personal visits seemed to be a somewhat more popular source of contact, especially since at the time of the surveys an official Open House had not yet taken place. Visits were made either by informal arrangements or in connection with special information or parent interview nights.

The first of these nights was organized by Bayridge's Community Relations Committee and was called Profile Night. Held in late September 1974, it gave parents a chance to meet teachers and find out about the programs at the new school. Parents were given the opportunity to go through a simulated school day, moving from class to class at 10 minute intervals. School staff seemed generally pleased with the turnout. In the December survey, 21 persons (36% of the sample) indicated that they had attended Profile Night and 18 (31%) indicated that their spouse had attended.

Two nights for parent interviews were held at local feeder schools at the end of November. Similar numbers indicated that they (20 persons, or 35%) and/or their spouses (12 persons, or 21%) had attended one of these evenings. (See Table 9). An additional 11 (19%) indicated that they had visited the school for other reasons.

Reasons given for visits included registration, counsellor interviews, and picking up or delivering children or their lunches, books, etc.:

> "to pick up daughter's studies when she was sick."
>
> "to assist in registering the student."
>
> "deliver football cleats."

In the spring, 40% of the sample indicated that they had visited the school since its move into its new building. Given that there had been no formal opportunity to visit - Spring Parents' Night, the school musical Oliver and the official open house all came subsequent to the survey - this number seems indicative of a fair degree of interest in the new school. A few parents who apparently had younger children as well as those presently at Bayridge reported coming to an information night for next year's incoming students. Some others came for special counsellor or teacher interviews:

> "Open House for incoming Grade 8 students."
>
> "Parent-Teacher interviews."
>
> "To meet with teacher and Principal."

Most visits, however, were more informal.

> "to pick up daughter."
>
> "to see school and type of classrooms and to understand new concepts of teaching."
>
> "to watch football game and other sports."

Another area of investigation concerned parents' feelings about contacting the school. Most parents seemed to feel free to call or visit. Only 4 in December (7%) and 7 in April (13%) indicated that they had ever wanted to contact the school about something but had felt that they should not do so. (See Table 10A). This represents just under 10% of

Table 8

Telephone Contact

$n_{fall}=58$

$n_{spring}=53$

8A Parent-Initiated Calls

	Fall	Spring
Percentage of parents initiating calls:		
to Principal	13.8	18.9
to Counsellor	10.3	7.5
to Teachers	5.2	17.0

8B School-Initiated Calls

Percentage of parents receiving calls	N/A[1]	20.8

1. N/A indicates that the question was not asked on this particular survey.

Table 9

Visits to the School

Percentage of respondents reporting visits

$n_{fall}=58$

9A during fall semester:	Self	Spouse
at Profile Night	36.2	31.0
at Parent's Night	34.5	20.7
for other reasons	19.0	N/A

$n_{spring}=53$

9B during spring semester (to April)	36.6	N/A

Table 10

Feelings Concerning Initiation of School Contact

$n_{fall}=58$

$n_{spring}=53$

		Fall %	Spring %
10A	Parents reporting general reluctance to contact the school	6.9	13.2
10B	Feelings concerning initiation of contact with specific school personnel		
	Contacting the		
		%	%
1.	Principal:		
	Degree of freedom reported by Parents:		
	very free	72.4	73.6
	somewhat free	13.8	15.1
	slightly free	8.6	1.9
	not at all free	5.2	1.9
2.	Counsellor:		
	Degree of freedom reported by Parents:		
	very free	69.0	67.9
	somewhat free	13.8	9.4
	slightly free	12.1	5.7
	not at all free	1.7	1.9
3.	Teachers:		
	Degree of freedom reported by Parents:		
	very free	63.8	77.4
	somewhat free	22.4	9.4
	slightly free	10.3	5.7
	not at all free	0.0	1.9

the total sample for the two surveys. Those who did feel hesitant to initiate contacts indicated that they saw the school as a formidable and bureaucratic place.

Nearly 90% of the respondents (86% in December and 89% in April) indicated that they felt 'very free" or "somewhat free" to contact the Principal. Only 4 (4% of the total) respondents out of both surveys indicated that they felt "not at all free" to approach the Principal. Percentages similar to those referring to the Principal felt "very free" or "somewhat free" to contact teachers or the school counsellor. Numbers who felt "not at all free" were even fewer than was the case with the Principal. (See Table 10B).

Thus, although most respondents felt free to contact the school and its staff, relatively few made use of this felt opportunity. This could have been due to contentment, complacency, apathy, or a feeling of powerlessness, among many possibilities.

The next section of the survey dealt with the relay of information from school to parent. The December survey asked parents how many newsletters they had received from Bayridge since September. Nearly one-quarter (24%) were unable to answer. The rest gave answers ranging anywhere from 0 to 5. Parents commented that material sent home with students was often lost, or arrived late. Other considerations include the possibility that the impact of a newsletter concerning an event several days in the future, which arrives at 5 o'clock in the evening, may be lost in the flurry of dinner preparations, hockey practices, and Brownie meetings. Aside from any speculations as to cause, our results do indicate that reliance on newsletters for the conveyance of information, without providing additional channels or supports for communication, may be inadequate.

Parents' responses to other questions reflected a degree of confusion concerning information as well. In the December sample, only 28% of the respondents felt that the school kept parents "very well informed" about events and activities. In April, the percentage in this category had dropped to 17%. This means that less than one-quarter (23%) overall were very satisfied. A similar trend can be seen in the "not very well informed" category. In December, 17% reported that they were "not satisfactorily informed" and in April the number had risen to 26%. This meant that over 22% of the total two-survey sample felt they were not very well informed. (See Table 11A.)

Table 11

Parent Satisfaction with Amount of Information Received from School

$n_{fall}=58$

$n_{spring}=53$

1. 11A Information regarding events and activities:

Reported Degree of Satisfaction	Fall %	Spring %
Very well informed	27.6	17.0
Adequately informed	51.7	52.8
Not very well informed	17.2	26.4

2. Information regarding student school work:

Reported Degree of Satisfaction		
Very satisfied	50.0	34.0
Somewhat satisfied	39.6	34.0
Somewhat dissatisfied	8.6	20.8
Very dissatisfied	1.7	9.4

11B Typical Method of Receiving Information

Most information received through:	Fall	Spring
Newsletter	N/A	24.5
Son/Daughter	N/A	60.4
Personal contact with school	N/A	0.0
Other parents	N/A	0.0
Other methods	N/A	1.9

In April we asked how parents usually received school-sent information. The largest percentage (60%) reported that news came from their son or daughter. About one-quarter (25%) mentioned newsletters. A few people (11%) mentioned both of these methods. Only one person mentioned other parents as a source of information and nobody indicated that direct school contact was useful. (See Table 11B.)

These data support results mentioned earlier - that parents relatively rarely communicated directly with the school and that newsletters were fairly inefficient as information transmitters. They also indicate that the school might have been relatively impoverished in means of communication. The number of channels of communication appeared to be restricted to direct contact by phone or in person, newsletters, and word-to-mouth. The first of these was seldom used, the second inefficient, and the third reputedly unreliable. Finding new channels, and increasing the positive use of those already there may be an important task for schools desiring good communication with their constituents.

It is interesting that although they did not find newsletters to be very reliable, most parents cited them and/or information from their son or daughter as their favourite method of receiving information. A lack of exposure to other alternatives may, in part, account for this result. (See Table 11B).

Expressed satisfaction with information concerning students' school work differed between the two surveys. In December, 90% of respondents indicated that they were "very" or "somewhat" satisfied with the amount of information they received. However, in April, only 68% indicated that they were in these categories. Over 30% of those surveyed in April indicated that they were "somewhat" or "very" dissatisfied. (See Table 11A). Comments expressed frustration and discontent with the reporting practices, particularly the generality and vagueness of remarks:

> "'good progress', etc. are difficult to understand - more detail would be appreciated."
>
> "a graded mark would be fairer."
>
> "should give mid-semester reports if student's work is not satisfactory - so you can confront and/or help him."

Some explanation for the differences in results between the two surveys may lie in the fact that end-of-term reports did not come out until after the December surveys. Parents' opinions in December could

Table 12

Parent Desire for Involvement in Student Problem Areas

$n_{fall}=58$

$n_{spring}=53$

12A Desired Immediacy of Involvement

PROBLEM AREA	Same Day - Telephone Call		Soon - Letter		Wait Until Report		No Need To Inform	
	Fall %	Spring %	Fall %	Spring %	Fall %	Spring %	Fall %	Spring %
1. Late for class	39.7	56.6	31.0	30.2	13.8	11.3	13.8	13.2
2. Skip class	91.4	71.7	6.9	18.9	1.7	1.9	0.0	1.9
3. 'Discipline' problem	88.0	86.8	10.3	7.5	1.7	0.0	0.0	0.0
4. Assignments missed	34.5	49.1	55.2	34.0	3.5	9.4	1.7	3.8
5. 'Below Standard' work	29.3	49.1	62.1	45.3	5.2	3.8	0.0	0.0

12B Desired Designation of Responsibility

PROBLEM AREA	Parents only		Parents and school staff		School Only	
	Fall %	Spring %	Fall %	Spring %	Fall %	Spring %
1. Late for class	24.1	30.2	62.1	64.2	8.6	3.8
2. Skip class	12.1	15.1	82.8	83.0	1.7	1.9
3. 'Discipline' problem	8.6	9.4	88.0	90.6	0.0	0.0
4. Assignments missed	6.9	5.7	84.5	81.1	5.2	13.2
5. 'Below Standard' work	0.0	0.0	94.8	94.3	1.7	3.8

only be based on an interim report part-way through the semester. By April, they had experienced the end of one semester and they were mid-way through another and had seen a full end-of-term report as well as interim reports.

A final series of questions on communication between parent and school involved listing a series of problem areas. Parents were asked to respond according to when, if at all, they would like to be informed about these problems, and who they felt should be responsible for correcting these problems. Results are summarized in Table 12. Problems ranged from being late for class through "discipline" problems to "below standard" work. An overwhelming majority of parents from both surveys, over 80% in every case but one, wanted to be informed either "that day" or "soon" in each area. In the December survey, the percentage in the first area - "late for class" was 72%. Responses in the "no need to inform" category were never greater than a total of two (about 2%) for both surveys combined except in the first "late for class" category. Here 8 people in December (14%) and 7 in April (13%) indicated "no need to inform." The combined total for both surveys is 14% in this category. (Table 12A)

Parents were asked to express their opinions as to who should take responsibility in dealing with these problems. Results from both surveys were nearly identical. In each problem area, the majority of respondents felt that responsibility could best be shared by both parents and school staff rather than be taken solely by either parents or staff. In only one area was this majority under 80%. When asked who should take responsibility for students arriving late for class, only about two-thirds of the parents from both surveys advocated shared responsibility. In both surveys, 27% of the respondents indicated that parents alone should handle tardiness, while a few (6%) felt it was the school's affair only. Other areas where some parents felt that they alone should take responsibility included skipping class (14%), being a discipline problem (9%) and not handing in assignments (6%). The only areas besides tardiness where more than one or two respondents indicated the school alone should take responsibility were students missing handing in assignments (9%) and students doing below standard work in class (3%). (See Table 12B).

In general, then, the majority of the parents from these surveys appeared to welcome and desire close contact with the school and seemed to be more than willing to take an active part in solving their children's school problems. Our results suggest that the fact that this close contact and sharing of responsibility did not always take place may be due more to problems in ways and means of two-way school and home communication than to parental apathy or abdication of responsibility.

Another section of the surveys asked parents about their desire for future involvement with the school - either as a volunteer helper or as a member of a parents' group of some sort.

We asked parents about their willingness to work as volunteers in four areas: (1) as a volunteer teacher-aide in the classroom; (2) helping out in the resource centre; (3) helping out in the office; and (4) working with students' extra-curricular activities. If they had an area of interest not included in this list they could mention it in the "other" category. In each of these areas, several people indicated that they would or might be willing to work. There was a slight decrease in the number of parents who expressed interest on the spring survey as compared with the fall survey. The more recent data (spring survey) indicate that between 13% and 34% of the parents would or might be willing to help in one or more of these capacities. The most favoured response (34%) was an interest in helping out in the library-resource centre. Almost the same proportion of parents (32%) expressed interest in working with students' extra-curricular activities. In addition, 19% of the parents from the fall survey and 11% of the parents from the spring survey indicated that their spouses would be willing to volunteer. (See Table 13A). As well, several parents indicated that they were willing but unable to work as volunteers:

> "working full-time and a parent of six - I lack time and energy."
>
> "interested, but not time to spare."
>
> "work from 8 to 5, but would help in any way I can."

These results show that there were a number of parents interested in active involvement at the school. This would seem to indicate that the lack of development of a volunteer program at Bayridge during its first year might be due to hesitancy on the part of the school rather than of the community. Results that are discussed later in this section would tend to substantiate this idea.

In the December survey, 36% of the sample indicated that they would be interested in the formation of a Parents' Association at the school.

Table 13

Parent Desire for Future Involvement with the School

$n_{fall}=58$

$n_{spring}=53$

13A Percentage of parents expressing interest in volunteer involvement

	Fall	Spring
- in the classroom	20.7	13.2
- in the library/resource centre	36.2	33.9
- in the office	22.4	24.5
- with extra-curricular	39.7	32.1
- in some other way	19.0	11.4
Percentage of parents indicating interest by spouse in volunteer involvement:	19.0	11.3

13B Percentage of parents expressing interest in forming parents' groups

	Fall	Spring
- parents' association	36.2	26.4
- informal discussion group	N/A	35.8

Suggestions for the formation of the association were given (e.g. questionnaires and public meetings) and for possible activities of such an association - coordinating volunteers, solving mutual problems:

> "have a program of objectives; not social get-togethers."
>
> "write a letter to all parents to get a better feeling."
>
> "deal with issues: e.g. school guards, swimming pool, exchange of students, bussing, etc."

Some concern about 'cliquishness' was expressed:

> "shouldn't be a pressure group or a clique."
>
> "only if it would help parents and school - not just to boost egos of parents of clever children."

In April, a similar question was asked. At this time, just over one-quarter of the respondents answered positively. In addition, 36% indicated an interest in a small, more informal type of parents' group for problem-solving purposes. (See Table 13B).

In the questionnaire parents were also asked about their satisfaction with their child's schoolwork at Bayridge. In December, the number who were "very satisfied" was well over one-half the sample (62%) whereas in April, less than one-half felt this way (47%). In addition, whereas 9% indicated that they were "somewhat" or "very" dissatisfied in December, in April this percentage had increased to 24%, almost one-quarter of the sample. (See Table 14).

In responding to a question concerning the overall quality of education at Bayridge, parents were more positive. In both surveys, over 80% of the parents indicated that quality of education was either "good" or "excellent." Interestingly, a slightly higher proportion felt that quality was either "mediocre" or "poor" in December (10%) than in April (8%). (See Table 14).

Some explanation for the discrepancy between degree of satisfaction with the overall quality of education and the degree of satisfaction with individual student's progress may perhaps be gained from responses to questions concerning the students at Bayridge. Questions concerned how much influence students had or should have, how well students liked the school and how much parents communicated with their children about school.

Table 14

Parents' Satisfaction with the School

Expressed degree of satisfaction concerning:

1. Student Work:

$n_{fall}=58$

$n_{spring}=53$

	Fall %	Spring %
- very satisfied	64.3	47.2
- somewhat satisfied	26.8	30.2
- somewhat dissatisfied	7.1	13.2
- very dissatisfied	1.8	9.4

2. Overall Quality of Education:

$n_{fall}=58$

$n_{spring}=53$

	Fall %	Spring %
- excellent	32.8	20.8
- good	48.3	60.4
- mediocre	8.6	7.5
- poor	1.7	0.0

It is interesting to note that while over three-quarters of the parents felt that students should have some, but not a lot, of influence in school matters, under one-half (42% overall) felt that this was actually the case. (See Table 15). In part, this result may be due to the fairly large percentage of parents in each survey who indicated that they had "no opinion" in the area of how much influence students had. This percentage was over twice as high in April (30%) as it was in December (14%). With respect to the question regarding how much influence students should have, however, no parents in either survey indicated "no opinion." (See Table 15A). Results noted earlier concerning parent-school communication would suggest that this large "no opinion" factor in the former case may be in part due to lack of information. Some parents may have felt, perhaps, that they were not in a position to make a statement because they did not know enough about the actual situation at the school.

In this connection, the number of parents who indicated that they talked with their children about school matters "almost every day" was only 57% of the overall sample. (See Table 16). This result, and the earlier mentioned finding that information gained from sons and daughters was the major way in which parents gained information about the school (see p. 205), may provide a partial explanation for the relatively small amount of information many parents seemed to possess concerning school matters. For example, as mentioned previously, a number of parents felt that they were "not very well informed" about school matters and even more were dissatisfied with the amount of their knowledge concerning their own child's work. (See Table 11A).

However, the overwhelming majority of parents (over 90%) felt well enough informed to indicate that they thought their child "liked" going to Bayridge either "somewhat" (30%) or "a lot" (61%). (See Table 17).

We also asked parents how they could change the school, given the opportunity, and what their biggest concern about the school was. A wide variety of comments was made concerning subjects ranging from school grounds and architecture to curriculum, from discipline to community interest. A number of comments indicated that parents felt the school or "the system" was too new to be commented on at that point:

> "too short a time of operation and a lack of knowledge of the philosophy of the school to be able to answer the question."

Table 15

Parent Opinion Concerning Student Influence in School Matters

15A Opinion concerning how much influence students should have:

$n_{fall}=58$

$n_{spring}=53$

	Fall %	Spring %
- none	1.7	1.9
- some	74.1	75.5
- quite a bit	13.8	18.9
- a great deal	6.9	1.9

15B Opinion concerning how much influence students do have:

$n_{fall}=58$

$n_{spring}=53$

- none	5.2	3.8
- some	46.6	37.7
- quite a bit	20.7	9.4
- a great deal	1.7	9.4
- no opinion	13.8	30.2

Table 16

Parent - Student Communication

Percentage of parents reporting communication with students about school

$n_{fall}=58$

$n_{spring}=53$

	Fall	Spring
- almost every day	60.3	52.8
- quite often	29.7	37.7
- once in a while	3.7	9.4
- almost never	1.9	0.0

Table 17

Parent Opinion Concerning Student Satisfaction with School

Percentage of parents reporting degrees of student satisfaction

$n_{fall}=58$

$n_{spring}=53$

	Fall	Spring
- likes it a lot	59.3	67.9
- likes it somewhat	35.2	26.4
- dislikes it somewhat	1.9	1.9
- dislikes it a lot	1.9	3.8

> "another questionnaire should be sent out after all parents have visited the school at an informal open house."
>
> "more time for evaluation and validation is required."

Some parents suggested specifically that they would like to know more about the school. One suggestion was another "Profile Night." Some other suggestions were:

> "Establish regular monthly newsletters relaying information re events to parent."
>
> "(I would like) thumbnail sketches of teachers."
>
> "How about some statements re philosophy?"
>
> "There should be faster feedback if homework is not done."

A few parents made suggestions concerning community involvement and after-hours use of facilities. Several mentioned that a swimming pool should be built. Others were less specific:

> "Utilize that beautiful building for more than 9:00 a.m. to 5:00 p.m., Monday to Friday - for parents as well as kids."
>
> "Open it up to the community as soon as possible."

Such comments, however, were not in the majority. Most remarks concerned standards of discipline and academic work:

> "Students shouldn't be allowed to go through the whole semester doing poor work - teachers should control these situations rigidly."
>
> "Pressure should be put on students to bring work in weak areas home so parents can help."

Overall, then, our results indicate that most parents welcomed and appreciated contact with the school, although they did not often initiate it. This lack of initiative seems to be due to a number of factors. One of these factors may concern the nature of the role parents saw for themselves in relation to the school. Primarily, at the times, this role seemed to be rather narrowly defined by their relationship with their own child's education, so that most parents seemed to feel a need to initiate contact only when some problem arose concerning their child's progress in school. If the role of parents were expanded to include, for example, volunteer work or night school supervision, then the amount and type of initiated contact might increase.

Another factor may include a perceived lack of opportunity to initiate contacts. The open door policy being adopted by many schools is one example of an effort to increase opportunities for parent-initiated contacts with the schools. As mentioned earlier, a closer look at the ways in which channels of communication already available (e.g., the telephone) are being used may be of value in this respect as well.

Still another concern may be a lack of information. Hesitancy is almost invariably experienced in approaching a situation with which one is unfamiliar or where one has little confidence in the degree and accuracy of one's knowledge. This might have been the case for some parents in approaching the school. In such cases, once again, more and better use of communication methods may be necessary.

Other factors, of course, may be equally important. The above are only those highlighted by our results. In addition, many schools may neither need nor want increased participation by parents. For those that do, these ideas may be worth considering. In particular, the idea that a re-definition of parents' roles with respect to the school may be important seems relevant to today's broader educational situation, in which many other roles - students', teachers', administrators' - are being questioned and changed.

Our results concerning lack of parental contact with the school and lack of communication between parents and school may indicate a more serious situation than the raw data would indicate, for reasons explained below. One such reason concerns the fact that our results are based on the responses of 45% of the total school population. Those who chose to send in their completed surveys may well have been those most interested in and most concerned with Bayridge S.S. Others, those who did not send in their surveys, might have been less willing and able to involve themselves with the school, and as a result, less knowledgeable about the school program. For these reasons, it is also possible that parent respondents may have been influenced by social desirability factors - parents may have tended to respond as they thought they should rather than as they privately saw the situation.

Although such effects on our results probably are not profound, it may still be useful for purposes of interpretation to be aware that they may exist.

STUDENT PERSPECTIVE

Another source of information on community involvement at Bayridge was the students themselves. During its first year, students at Bayridge were in grades 9 and 10. We administered 2 surveys to students - one in November and the other in April. A number of questions on both fall and spring surveys dealt with student-parent communication and students' feelings regarding community involvement in the school. On both surveys, we asked students how they thought that their parents felt about the current term at Bayridge. During the first semester, students perceived their parents to be marginally more satisfied than during the second semester: on the November questionnaire, almost three quarters of the students thought that their parents were "very" or "somewhat" satisfied. This figure decreased somewhat in our results from the spring survey - at this time 64% of the students replied that their parents were "very" or "somewhat" satisfied. Results from the parent surveys show that students' perceptions were accurate. This downward trend in parental satisfaction was indeed the case. In general, however, it seems that students perceive their parents to feel positively toward Bayridge. (See Table 18).

A second question asked students how frequently they talked with parents about what went on at the school. Here, the results from both surveys were very similar. About two-thirds of the students stated that conversations about the school were frequent - "almost every day" or "quite often." There was, however, a substantial number of respondents (12%) who indicated that they "almost never" talked with their parents about happenings at the school. (See Table 19). Data in this area varies considerably from that provided by parents. (See Table 16). This is one case where social desirability factors may have had a considerable effect on parents' responses.

Another series of questions concerned the presence of community members in the school.

Generally, students' reactions were very negative to the idea of having community members working at the school as volunteers - in either the office, resource centre, or classrooms. This was particularly the case when students were asked about their own parents helping out in these ways.

Only a small proportion of students (16%) favoured community members other than their own parents helping out in the classroom. About equal

Table 18

Student Opinion of Parents' Satisfaction

How do your parents feel about the current term at Bayridge?

$n_{fall}=219$

$n_{spring}=213$

Percentage of students responding:	Fall	Spring
- very satisfied	39.0	34.3
- somewhat satisfied	32.1	30.0
- somewhat dissatisfied	4.1	11.7
- very dissatisfied	5.0	7.0
- no opinion	15.6	13.6

Table 19

Student - Parent Communication

Do you talk with your parents about what goes on at this school?

$n_{fall}=219$

$n_{spring}=213$

Percentage of students responding:	Fall	Spring
- almost never	12.0	12.7
- once in a while	30.4	19.2
- quite often	14.3	24.9
- almost every day	36.4	39.4

proportions (40%) were either ambivalent or opposed to this idea. When students were asked about having their own parents in the classroom, an overwhelming majority (80%) indicated that they would be against such a plan. Only a fraction of the students (5%, or 10 students) replied that they would like this kind of program. (See Table 20).

Fewer students were opposed to having community members in the resource centre or office. In fact, almost one-third of them (37%) agreed to volunteers of this kind. An additional one-fifth would not like to see this happen and the largest group of students (39%) said that they really didn't know what their feelings were on this matter. The same question was asked specifically about their own parents helping in the resource centre or office. Here again the majority (58%) said that they wouldn't like to see their parents working in the school in either of these capacities. Only a relatively small group (16%) thought that this would be acceptable. (See Table 21).

Students, then, seemed to be more hesitant and unsure about community involvement in the school than either the parents or staff members. They perhaps saw parent aides in the school as an unwanted addition to the school's authority structure. They were particularly intimidated at the prospect of being under "the watchful eye" of their own parents. Additional clarification as to the role and value of parents in these capacities will be necessary for student acceptance and endorsement of this kind of program.

Another factor that may be relevant here is the number of students who had had actual experience with community volunteer programs at previous schools. It might be useful to sort out how much student hesitation to accept volunteers involves a fear of the unknown and how much it involves fears gained from first-hand experience. Careful structuring of volunteer programs so that they (1) satisfy both school and community needs and (2) avoid threatening either the peer group acceptance or the developing sense of personal autonomy so important to young people of secondary school age, should be possible. Careful explanation and institution of such programs should be sufficient to allay fears of the first type. Fears of the latter sort may be more difficult to deal with.

A final question asked students to indicate their feelings about having the school open nights and weekends for use by the community. Here, the reaction was generally much more positive. Almost two-thirds of the students (62%) said that they would like to see this happen.

Table 20

Community Members in the Classroom

How would you feel about community members helping out in the classroom?

$n_{spring}=213$

	Other than your parents	Your parents
Percentage of students responding:		
- I would not like it	39.9	79.8
- I would like it	15.5	4.7
- I don't know	38.5	11.7
- It would be all right sometimes	4.7	3.3

Table 21

Community Members in the Office/Resource Centre

How would you feel about community members helping out in the office or resource centre?

$n_{spring}=213$

	Other than your parents	Your parents
Percentage of students responding:		
- I would not like it	19.7	57.7
- I would like it	32.4	16.0
- I don't know	38.5	20.7
- It would be all right sometimes	6.6	4.2

Table 22

School Open to the Community

How would you feel about having the school open nights and weekends for use by the community?

$n_{spring}=213$

	Spring Survey
Percentage of students responding:	
- I would not like it	18.3
- I would like it	62.0
- I don't know	18.3

Equal proportions (18%) were against community use of the school or ambivalent about it. (See Table 22).

Once again, in interpreting these results, it may be important to consider why students answered as they did. Since most programs for the community use of school have been only recently introduced, it is possible that many students had little or no experience with them. Students may have had very little information upon which to evaluate the possibilities, good or bad, of such a program at Bayridge.

Our results, then, with respect to student opinion in this area are relatively sparse. They are sufficient, however, to underscore a number of ideas important to any school interested in community involvement.

First, and foremost, student opinion and perception often differ markedly from that of either staff or parents. It is not sufficient to assume that students, especially those at the secondary school level, will concur with the wisdom of decisions made by school staff or community members or both, no matter how obviously beneficial they may seem to the latter.

Increasingly, as was the case at Bayridge, an effort is being made to include students in the decision-making processes concerning their education, formal and informal. Any genuine effort to take account of student opinion must be willing to accept that this opinion may be unique to the students. Furthermore, the popular image of "the school," may need some adjustment to indicate whether "the school" includes students and their opinions as well as staff and administration.

A second point concerns communication and the passage of information. One reason why parents tended to feel badly informed about the school may be that students, their major source of information, were badly informed as well. If students are to be actively involved in schools which are open to and involved with their surrounding communities, they will have to be well informed. Students will require access to just as much information concerning matters such as volunteer programs, just as soon as other school constituents, if their opinions are to be taken into account.

Finally, our results suggest that it may well be important both to provide full information and explanation to students about community programs and to give students a voice in decision-making concerning these programs. Students did not appear to be passive in these matters. Many had definite opinions, either for or against. One would expect that student attitudes concerning community involvement (for example volunteer help or use of facilities) might be a major factor in their success or failure. It seems important, and perhaps crucial, then, to take the influence of such attitudes into account.

STAFF AND ADMINISTRATIVE PERSPECTIVE

Much of our data on community participation was related to staff and administrative opinion. Some information was gathered from a survey administered in December. (See Appendix D). Other information came from two sets of individual interviews (for Interview Schedule, see Appendix D). One set, conducted in March, included one-half of the staff members. The other set, in June, included the rest. We also gained data from attendance at staff meetings, meetings of the Community Relations Committee, and special events such as Profile Night. Finally, we conducted several interviews with the Principal and with various Board members.

At the time of their hiring, Bayridge teachers were told that one of the expectations about the school was that there would be considerable parental and community involvement. While teachers tended to view this goal positively, they expressed some feelings of ambiguity about the practical aspects of such involvement.

A number of staff members who were particularly interested in this area of development volunteered to serve on the Community Relations Committee - one of four staff committees operating as part of the school's flat organizational structure. The exact nature of this committee's role was not defined very specifically at the outset. Since the school operated for its first semester in a temporary shared setting physically removed from the subdivision where the new school was to be located and where most of the students - and their parents - lived, community involvement was not an immediate goal during the first semester. The Community Relations Committee did, however, organize Profile Night during this time. (See page 148.) With the exception of the usual Parents' Night, this evening was the only instance of parents being invited to participate in any part of school life during the first semester.

Just before Christmas we administered a questionnaire to the whole Bayridge staff, to find out their feelings about much of what had been happening in the school during its first semester.

One section of the questionnaire asked teachers about their experiences with and feelings regarding parental and community involvement at Bayridge. At the time, (December) most teachers had had little personal contact with their students' parents. Most of them indicated that they had had personal or telephone conversations with less than a quarter of them. The majority of teachers expressed dissatisfaction with this amount of parental contact.

Teachers expressed varied enthusiasm about involving parents in a number of school activities. All were interested in having parent volunteers in their own classes or other areas such as the resource centre. Most said that they would welcome parent representation on staff committees. Opinion about parental involvement in the definition of school goals and objectives, the decisions about grading and reporting practices, and the development of school curriculum was more mixed, with about half the teachers expressing enthusiasm and the others preferring to keep parents away from these decisions. All but one teacher were against involving parents in setting school rules and regulations.

Many teachers had additional suggestions for possible types of community involvement once the school had moved into the new building. These included the following:

- use of the school as a community entertainment centre, with films and recreational and cultural activities.
- the establishment of "parenthood" discussion groups and effectiveness training groups.
- day and night classes.
- community assistance with students' extracurricular activities.
- part-time community instructors in the day-time program (e.g. for judo in Physical Education classes).
- use of the physical education facilities by community.

Despite their obvious enthusiasm for community involvement, teachers did express some reservations about the increased use of Bayridge facilities by outsiders. Some possible problem areas mentioned by the staff included the following:

- co-ordination of use of facilities.
- arrangements for supervisors for programs.
- extra wear and tear on equipment and building.
- staff time for community involvement.
- physical limitations.

- conflicts of educational philosophies, interests, objectives and methodologies.
- lack of reliability on part of volunteers.

At approximately the same time (Christmas vacation), we interviewed the school's Principal, and among other issues asked about his feelings on community involvement. Although on previous occasions he had supported this development strongly, the semester in the temporary setting had affected his enthusiasm for its immediate implementation.

> "First you have to have a building; one that is at least minimally equipped. We won't have that for another month."

The Principal expected at the time that community involvement would not be well developed during the coming semester in the new building, although some careful steps might be taken. When asked about the possibilities for community membership on the staff committees, he was hesitant:

> "I have to operate within the guidelines the Board has set up on community education groups... There comes the point: when do they make decisions or do they advise. I don't think the Board is clear in its own right on this."

About contact with parents, the Principal said he had received only a few calls of complaint during the past semester. Teachers were encouraged to deal directly with parents rather than go through the Principal.

The Area Superintendent responsible for the school was also interviewed at about this time. He tended to concur with the Principal's views that community involvement should happen only slowly at Bayridge:

> "The take-off point for community input, what is the way to do this? Quietly. We thought perhaps an area such as Art or Theatre Arts... the Principal or Art Teacher might identify artistic talents in the community. Get these people to come in. Perhaps just work with the students... I see just a very subtle, gradual input from the community, in areas where it makes sense."

As the school moved into its new building in the new year, a number of people at the school wondered whether community members might be impatiently and eagerly waiting to get inside. There was no such development. Construction was still going on and no formal invitation to the community was issued at any time throughout the semester. Some parents, of course, attended Parents' Night and many people came to see the school play held later in the semester. A few curiosity seekers did wander in to look around, but never officially or on a large scale. The Principal encouraged teachers to deal directly with parents in case of problems with students, and most teachers did, in fact, contact a number of parents during the semester. Again, this was small-scale, individual communication.

The Community Relations Committee expressed uncertainty as to its role or goals in involving the community. They looked for direction to the Board of Education's Continuing Education Coordinator, who did come for a meeting with them late in the semester. No specific action appears to have resulted. Over the semester, the Committee's work consisted mainly of public relations functions. On different occasions, it acted as host to the parents of the incoming Grade 8 classes, to the Area Local Education Committee, and to visiting secondary school teachers from the County. The committee suffered from a declining number of active members. Near the end of the semester, they sent a questionnaire to parents asking for volunteers for the daytime program. Perhaps because of the timing of this survey, there was very little response.

The staff as a whole was expressing mixed feelings on having the community in the school. This was expressed at a staff meeting at the end of January, as well as in the individual interviews we held with teachers in March and in June.

At the staff meeting, related discussion arose of the work of the Community Relations Committee. One teacher stated that Bayridge was not yet ready to have "outsiders" in the school during that year:

> "It would lead to conflicts...it is too insecure to turn people loose."

Another teacher expressed worries about how facilities would be assigned:

> "It is essential to allocate space by asking school people first...we must make sure our own needs are met."

The Principal warned that the staff should define its own needs before the Open House:

> "...after that the (community) will be outside wanting in, so you'd better spell out your needs first."

The Resource Librarian wondered about personnel for keeping the library open to the public. He was concerned about security as well as about funds for materials for community use.

In our interviews with the teachers, we found again that they had quite different ideas about possible types of involvement on the part of the community. Again, their attitudes to involvement were mixed. The one aspect on which there was nearly total agreement was the use of parent volunteers at the school. Nearly all of the teachers interviewed said that they would like to have such volunteers in their own classrooms (or other teaching areas). Many expected that a volunteer program would begin the following September. One concern expressed about volunteers was that they should be integrated into the school and "feel more than just slaves." Other teachers commented that the very newness of the idea of using parents in the classroom made them hesitant and careful. One teacher referred to the lack of success of some volunteer programs:

> "They tried it at [X School] and it didn't work."

Another teacher wondered about the work of contacting and co-ordinating the volunteers. This was expected to be done by the Community Relations Committee, although a couple of teachers were willing to make their own arrangements.

Some teachers had new ideas for community involvement. One physical education teacher was considering the setting up of a community fitness program. Another teacher wanted to see students spend more time going out into the community. One member of the Budget Committee said that the committee wanted to have parent feedback on the statement of school aims they had developed. Several teachers emphasized that they continued to believe in the importance of the goal of involving the community and that despite the early drawbacks, in three years time they expected that the school would be "completely open" and "a place where the community has a focal point."

Community involvement, then, was seen as a desirable but not necessary part of Bayridge's first year by most staff members as well as by the Board members and the Principal. General sentiment seemed to indicate that community involvement required a state of readiness on the part of the school, which could not be achieved until the school was well and firmly established in its new location. Almost invariably, when the issue of community participation came up the idea that the "school's needs must come first" was mentioned.

Furthermore, from the Board members on down people were concerned that once this state of readiness was achieved, an appreciable degree of caution and prudence should be exercised in the introduction of community-oriented activities.

Seen in this context then, the hesitancy of the Community Relations Committee to suggest or initiate community programs seems not only understandable but virtually inevitable.

In addition, since staff members were unlikely to have had much previous experience with either the committee structure or community programs, it is not surprising that confusion appeared to exist about the roles and functions that the Community Relations Committee should fill. Specific guidelines were unclear on what kinds of community relationships should exist and virtually non-existent on how to go about promoting such relationships. Committee members expressed again and again their desire for guidance in these matters and their feeling that they had insufficient knowledge concerning them. This confusion and uncertainty may account for the fact that little use was made of information that existed, for example feedback from our parent surveys. Staff members may have felt that they simply did not know how to make use of such information.

This felt lack of know-how, with its effect that the Community Relations Committee had very little contact over the year with the community it was supposedly relating to, meant that during its first year the committee was never really able to clarify for itself what its role ought to be and what its priorities were in fulfilling that role. Thus, although many ideas were expressed, an organized approach to evaluating and/or implementing these ideas was not developed during those first months.

It may be important, then, for schools wishing to increase community involvement not only to create a committee or group to do so, but also to provide members of that group with the opportunity, in both time and access to information, to gain the knowledge they need. Intuition and related experience do not appear to be adequate. This required knowledge appears to involve not only what possibilities exist for community activity but also how to go about realizing these possibilities. It should be noted that community involvement seems to be seen universally as a delicate and important matter. This means that both felt and actual need for preparation in the how-to of community involvement may be greater than an examination of the activities themselves might indicate. As in other areas of human endeavour, until one is confident as to what a role is and how it can be effectively carried out, one's activity in fulfilling that role will probably be relatively minimal.

Overall then, the idea of community involvement is one to which no group at Bayridge was totally opposed and to which most people, with the exception perhaps of some students, were more than open. The majority of parents seemed to welcome and appreciate contact with the school, particularly in the area of their own child's progress. Many parents were eager to receive more information on the school, an an appreciable number indicated that they were willing to involve themselves directly in the school's functioning. Staff members, the Principal and the Board all indicated that they were, for the most part, in favour of the idea of community participation in the school's use and functioning at some future time, if not immediately. Students, although somewhat less positive, were not usually specifically opposed to the idea, except in the case of having their own parents as volunteers in the school.

However, approval of the idea is only the first step. There remains the problem of putting the idea into practice. It is here that the challenge of community involvement appear to lie both for Bayridge and for other schools. Implications of our results for the ways in which this challenge may be met have been discussed throughout the body of this section. It is hoped that these may provide some assistance in dealing with this task of building in community participation.

STUDENT RESPONSIBILITY

In this section we examine the student role as it evolved in the new school.

One of the primary philosophies of the Planning Committee which emerged during its early deliberations was the orientation towards the student. There was to be "a student-centred atmosphere which provided opportunities for each student to achieve self-fulfillment and a program which would meet the needs of all pupils, including those with special learning characteristics, whether bright or slow" (from a document to the Board by the Planning Committee, Dec. 1970). This philosophy remained central as the school's program developed. In one of the summary descriptions of the school program at the end of Planning Stage I (see paradigm page 3) we read, "Students and staff alike will learn responsibility and leadership through the provisions of opportunities to practise them," and "...the school climate... will be characterized as an open climate which recognizes the inherent worth and dignity of all who work together in the complex: staff, students and parents." (March, 1973). Again, in the Board's December newsletter to all parents, we read, "Particular thought will be given to the development in students of ability to study and work independently ... a primary endeavour of the school will be the creation of an atmosphere where students will want to learn." (Dec. 1974). In practice, the philosophy of centrality of the student implies the emergence of new staff-student relationships such that students will be encouraged to contribute to classroom and school-wide decisions. Throughout this section we will examine the conditions under which students either take on new roles or are reinforced in maintaining the existing ones. Accordingly, our concern will be not only with the nature of these roles but with the various supports for and barriers against the role evolution as well.

The data in this section of the report were gathered from students, staff, and parents. The records and continuing discussions with the Student Discipline and Morale Committee provided further data. Of a more qualitative nature were data gathered through our regular visits to the school. Two sets of questionnaires were administered to students (November, 1974 and April, 1975). The researchers selected one period from one day for the administration of each set of questionnaires. Students were asked to react to the specific classroom activities of that period. In November, 219 of the 260 students in the school took part, and 213 took part in April. When we aggregate each set of results, we are provided with a composite picture of the school for that period. The parents' perspectives on the student role were obtained through two mailed surveys, one in December and the other in April. Staff perspectives were developed through a staff questionnaire administered in December, two sets of interviews - one conducted in March, the other in June - and participant observer techniques at committee meetings.

When reading the results obtained from the students in November, one must keep in mind a number of factors. Foremost, perhaps, is the fact that Bayridge School was housed in temporary quarters for its first four months of existence. In several cases, students and teachers had consecutive classes in rooms two and three floors apart. With the exception of the cramped general office, there were no meeting rooms or lounge areas. All students had a full timetable. There was no free time apart from a forty-minute lunch period for students to talk informally with teaching and administrative staff. The educational philosophies and practices of the host school were quite different from those of the "visitors." Factors such as these created a somewhat unusual situation. Yet despite the potential for tension, school morale seemed quite high and students were generally positive about the school and its programs. However, there were groupings of students who were somewhat negative about the school, its programs, and the staff. For example, there was a pattern of between one and three students in ten who responded negatively to most of the questionnaire items relating to Bayridge. As well, there was a pattern of about one in seven who did not answer or who elected the "no opinion" category.

The school moved into its intended setting in January. The second survey was intended to find out how students' feelings may have changed in the new setting. For this second semester, the timetable had been changed so that each student would have a study or "free" period each day and the daily noon session had been extended to a double period. This additional time for each student was to provide an opportunity for involvement in the many "extra-curricular" activities and an opportunity to get to know each other and the staff in a more informal setting than the regular classroom usually permits.

The remainder of this section of the report has been organized into three general areas:

1. The Student Role in the Classroom -
    (a) The Student Perspective
    (b) The Staff Perspective
    (c) The Parent Perspective

2. The Student Role in the School as a Whole -
    (a) The Student Perspective
    (b) The Staff Perspective
    (c) The Parent Perspective

3. Student Perceptions of the Bayridge Program -
    (a) Open Concept
    (b) Advisory and Supervisory Persons

THE STUDENT ROLE IN THE CLASSROOM

The Student Perspective (Tables 23-24, pages 193 and 199)[1]

To assess the general social climate in which the students were working in the first term, we asked the students a number of questions about the particular class normally held at the time of administering the questionnaire. On the whole, responses tended to be favourable. The majority of the students (over 60%) indicated that they looked forward to the class and found the subject valuable and important. Similarly, the majority (over 60%) indicated that they did not find classes boring and that they were not taking the course simply to get a credit. Rather, they took the subject because they found the teacher and/or subject matter interesting. (Students had the option of changing or dropping courses.) (Table 23A.)

A number of questions concerned the classroom teachers' openness and approachability as seen by the students. (Table 24A.)

Teachers were seen as generally sympathetic and open within the context of the classroom. The majority of students indicated that their teachers knew and understood their points of view on classroom matters and that they listened to and respected the students' points of view regarding topics under discussion. Most of them also said that their teachers were open to questions (i.e. did not react as if question implied criticism). This general openness in class did not necessarily mean that students found it easy to approach teachers privately. When asked whether they felt free to talk to their teachers about problems with class work, half of the students responded "always" or "often" while the other half of them would not feel comfortable in talking to their teacher about something which bothered them about the class. Less than half of the students felt that their teacher would listen to and think seriously about such a problem. It is clear, at any rate, that a number of classroom problems were never aired in class. Nearly all students (90%) agreed that many such concerns were discussed among themselves, outside of class, but never raised in class.

---

[1] Note that in the following discussion of the tables, responses have been dichotomized and, in general, only the one grouping has been reported. For example, if a question provided the four responses: (1) almost always; (2) often; (3) sometimes; (4) almost never, the percentages answering (1) and (2) were combined; accordingly, we talk about those who agreed with a particular position.

It would seem however, that many students preferred not to discuss such problems in class. Nearly half of the students indicated that they would "almost never" or only "sometimes" feel comfortable in having a class discussion about something which was bothering them as a group. One must keep in mind, however, the number of limitations posed by the physical setting of the school in this first term. The host school's time schedule prevailed. As well, teachers and students seemed to be feeling some pressure as visitors. They did not have their "own" rooms but used someone else's. (Tables 23A and 24A)

Students indicated they had little influence on decisions about what happened in their classes. Three-quarters of the respondents said that they were "almost never" or only "sometimes" encouraged to help decide how the class would be taught. Similarly, about two-thirds of the students said that their classroom teachers rarely ("almost never" or "sometimes") asked for or used their ideas regarding either academic or non-academic matters. Nevertheless, overall students did indicate that they would like to have somewhat more say than they had.

Students were generally favourable in their responses to other questions about their classroom teachers. Two-thirds of the respondents said that the teacher was usually fair to students. Most of them felt that the teacher rarely talked down to them. The same proportion indicated that the teacher rarely needed to be more strict and that the students were generally encouraged to think for themselves. About two-thirds said they had "quite a bit" or "a very great deal" of confidence in their teachers. They appeared to want the teacher to be open with them. An overwhelming 90% agreed with the statement: "The teacher should talk to students openly about how he/she feels the class is going." (Tables 23A and 24A)

We asked a number of questions about the student role. (Table 23A) Some of the questions concerned relations among students. It seems that in a number of cases, exchanges between students tended to be limited in certain ways. While a majority indicated that they could "often" or "almost always" count on the help of other students when they needed it, and a large majority stated that they knew at least 50% of their classmates well enough to talk to them outside the class, a majority felt that most students did not know their personal points of view and had "very little" interest in their personal success as a student. A majority felt that a small group of students seemed to dominate or control

Table 23A

Students' Perceptions of Self and Peer Expectations and Priorities: November 1974.

n=219		Frequency	Percentage
I look forward to this class period.			
	Strongly agree	32	14.6
	Agree	101	46.1
	Disagree	53	24.2
	Strongly disagree	12	5.5
This subject is very valuable and important to me.			
	Strongly agree	43	19.7
	Agree	103	47.2
	Disagree	34	15.6
	Strongly disagree	10	4.6
Most of the classes in this subject are boring.			
	Strongly agree	20	9.1
	Agree	55	25.1
	Disagree	93	42.5
	Strongly disagree	39	17.8
I am taking this course simply to get a credit and not because of the teacher or subject matter.			
	Strongly agree	19	8.7
	Agree	41	18.7
	Disagree	82	37.4
	Strongly disagree	62	28.3
Students feel responsibility for making this class worthwhile and interesting.			
	Strongly agree	22	10.1
	Agree	73	33.5
	Disagree	61	28.0
	Strongly disagree	24	11.0
	No opinion	38	17.4
Students don't really care very much about what goes on in this class.			
	Strongly agree	28	12.8
	Agree	59	26.9
	Disagree	81	37.0
	Strongly disagree	24	11.0

Table 23A (cont'd)

	Frequency	Percentage
How often in this class can you count on the help of other students when you need it?		
Almost never	17	7.8
Sometimes	47	21.5
Often	53	24.2
Almost always	98	44.7
How do you think other students in this class feel about the statement: "It is good to contribute ideas and opinions to topics under discussion in this class"?		
They would strongly agree	39	18.1
They would agree	138	63.9
They would disagree	20	9.3
They would strongly disagree	8	3.7
How much do most students participate (asking questions, joining in discussions, etc.) in this class?		
Very little	47	21.5
Some	84	38.4
Quite a bit	76	34.7
A great deal	11	5.0
How many students in this class do you know well enough to talk to outside the class?		
A great many (over 75%)	88	40.2
Quite a few (approx. 50% - 75%)	73	33.3
Some	46	21.0
Very few	11	5.0

Table 23B

Students' Perceptions of Self and Peer Expectations and Practices: April 1975

n=213	Frequency	Percentage
How free would you feel to ask the teacher of this class for extra help if you thought you needed it?		
Very free	137	64.3
Somewhat free	51	23.9
Slightly free	13	6.1
Not at all free	8	3.8
How many times this semester have you personally talked with this teacher about something to do with this class or subject?		
Many times	40	18.8
A few times	76	35.7
Once or twice	53	24.9
Never	43	20.2
How free do you feel to talk to the teacher of this class about things other than classroom matters?		
Very free	67	31.5
Somewhat free	45	21.1
Slightly free	45	21.1
Not at all free	29	13.6
How many times this semester have you talked with this teacher about something other than a classroom matter?		
Many times	33	15.5
A few times	54	25.4
Once or twice	56	26.3
Never	67	31.5
Most of the classes in this subject area boring.		
Strongly agree	21	9.9
Agree	18	8.5
Disagree	92	43.2
Strongly disagree	56	26.3

Table 23B (cont'd)

	Frequency	Percentage
Students really don't care very much about what goes on in this class.		
Strongly agree	24	11.3
Agree	49	23.0
Disagree	86	40.4
Strongly disagree	24	11.3
How much do you participate (asking questions, joining in discussions, etc.) in this class?		
Very little	36	16.9
Some	91	42.7
Quite a bit	56	26.3
A great deal	23	10.8
How many students in this class do you know well enough to talk to outside of class?		
A great many (over 75%)	97	45.5
Quite a few (approx. 50% - 75%)	66	31.0
Some (approx. 25% - 50%)	29	13.6
Very few (under 25%)	15	7.0

most class discussion. At the individual level, less than half said that they personally "almost always" or "often" contributed ideas and opinions to topics under discussion in the class. About one-fifth of the students felt that other students would put them down if they contributed more.

There appeared to be a certain amount of alienation from classes. About 40% of the respondents agreed with the statement: "Students don't really care very much about what goes on in this class." The same proportion disagreed with the statement: "Students feel responsibility for making this class worthwhile and interesting." (Table 24A)

Questions were asked about learning style and participation. These questions focussed on three things: the students' perceptions of themselves, of other students, and of the classroom teaching and learning activities. (Tables 23A, 24A)

There was no one common learning style, in terms of effective learning, preferred by a majority of students. Students indicated that they learned best in class discussion (about one-third) or through the teacher telling them the facts (about one-fifth). About one in ten stated that they learned best through independent study. As indicated above, the majority of students were not critical of the teaching and learning activities. For example, the majority of students agreed that their teacher explained assignments clearly and that there was not too much emphasis on detailed facts and memorization, and agree with the method of evaluation. A large majority felt the classroom rules were "just right."

Although a majority saw limited student participation in class, a large majority agreed that most students in the class should participate. Most students felt that their fellow classmates would agree with the statement: "It is good to contribute to class discussion." (Table 24A)

In the April questionnaire, questions focussed more on actual student participation and contained fewer questions on attitudes toward the class, the subject, and the teacher. (Table 23B, 24B)

The students again indicated that they enjoyed classes, and did not find them boring (70%).

The teachers were generally seen as approachable, particularly over the subject matter. Almost 90% of the students indicated that they would feel free to ask for extra help. About 80% of the students had

had, in fact, one or more personal discussions with the teacher about the subject. (Table 23B)

Although the majority of the respondents found the teacher approachable on non-classroom subjects, about one-third said that they felt "slightly" or "not at all free" to talk to the teacher about things other than classroom matters. Nevertheless, two-thirds of the students had had one or more such talks with the teacher. (Table 23B)

Answers to questions about the teacher's interpersonal style in the class tended to be quite positive. The great majority stated that the teacher did not "put students down" if they found something difficult, was generally friendly and encouraging, and treated students like mature people. Most students said that their teachers talked openly to the class about the way they felt the class was going. The most negative area concerned favouritism on the part of the teacher. About one-quarter of the students indicated that their teachers had "pets" and/or "picked on the same few people all the time." (Table 24B)

Questions about the teachers' pedagogical styles were also answered quite positively. The great majority (75% or more) felt that the teacher encouraged them to work at their potential, had a good knowledge of the subject and tried to get students in the class to think and work creatively. About one-fifth of the students complained that most of the classes in the subject were boring. One-third of all students admitted to having some difficulty in knowing just what the teacher expected from them. (Table 24B)

Again we asked about the student role. On the basis of the student responses it would seem that by April, there was a more positive and shared reaction to the class than was indicated in the November survey. For example, only about one-third agreed with the statement: "Students don't really care very much about what goes on in this class," and this time fewer than half (45%) felt that a small group of students seemed to dominate or control class discussion. Over three-quarters of the students stated that they knew at least 50% of the class members to talk to outside of class (a slight increase from the November picture). Among individuals there seemed to be little change in the amount of class participation (e.g. asking question, joining in discussions). (Table 23B)

We asked students whether they had, and whether they would have liked to have, some voice in curriculum decisions within the classroom.

Table 24A

Students' Perceptions of Factors Affecting Classroom Teacher's Supportiveness and Approachability: November 1974

n=219	Frequency	Percentage
The teacher in this class knows and understands the students' points of view on classroom matters.		
Almost always	80	36.5
Often	51	23.3
Sometimes	52	23.7
Almost never	21	9.6
When you have a problem with work in this class, do you feel free to talk to the teacher about it?		
Almost always	73	33.3
Often	40	18.3
Sometimes	65	29.7
Almost never	40	18.3
The teacher listens to and respects students' viewpoints on topics under discussion.		
Almost always	100	45.7
Often	59	26.9
Sometimes	33	15.1
Almost never	15	6.8
The teacher in this class treats all students fairly.		
Almost always	113	51.6
Often	38	17.4
Sometimes	38	17.4
Almost never	17	7.8
There is a need for the teacher to be more strict.		
Almost always	18	8.2
Often	17	7.8
Sometimes	67	30.6
Almost never	86	39.3

Table 24A (cont'd)

	Frequency	Percentage
If something was bothering you about the class, would you feel comfortable in talking to the teacher about it?		
Almost always	42	19.2
Often	21	9.6
Sometimes	61	27.9
Almost never	62	28.3
No opinion	33	15.1
If something was bothering students in this class, would you feel comfortable in having a class discussion about it?		
Almost always	58	26.5
Often	35	16.0
Sometimes	69	31.5
Almost never	34	15.5
If you went to the teacher privately to suggest something dealing with the way this class is run, do you feel that the teacher in this class would listen and think seriously about what you said?		
Almost never	22	10.2
Sometimes	62	28.7
Often	27	12.5
Almost always	75	34.7
There are many classroom concerns that students talk about outside class, but which never get raised in class.		
Strongly agree	77	35.5
Agree	74	34.1
Disagree	22	10.1
Strongly disagree	15	6.9
Does the teacher in this class ask for and use students' ideas about:		
Academic matters, such as course content, topics to be studied, textbooks, etc.?		
Almost never	82	38.3
Sometimes	65	30.4
Often	20	9.3
Almost always	21	9.8

Table 24A (cont'd)

		Frequency	Percentage
Non-academic matters, such as rules of conduct, discipline, school events, etc.?			
	Almost never	63	29.3
	Sometimes	75	34.9
	Often	31	14.4
	Almost always	14	6.5
Should the teacher in this class ask for and use students' ideas about:			
Academic matters, such as course content, topics to be studied, textbooks, etc.?			
	Almost never	22	10.2
	Sometimes	93	43.3
	Often	44	20.5
	Almost always	37	17.2
Non-academic matters, such as rules of conduct, discipline, school events, etc.?			
	Almost never	19	8.8
	Sometimes	78	36.3
	Often	53	24.7
	Almost always	43	20.0
The teacher should talk to students openly about how he feels the class is going.			
	Strongly agree	102	46.8
	Agree	94	43.1
	Disagree	5	2.3
	Strongly disagree	4	1.8

Table 24B

Students' Perceptions of Factors Affecting Classroom Teacher's Supportiveness and Approachability: April 1975

n=213	Frequency	Percentage
Most of the time, the teacher in this class is friendly and encouraging.		
Strongly agree	99	46.5
Agree	89	41.8
Disagree	8	3.8
Strongly disagree	8	3.8
In this class the students are encouraged to think for themselves.		
Almost always	84	38.4
Often	61	27.9
Sometimes	49	22.4
Almost never	14	6.4
The teacher in this class puts us down if we find something difficult to understand.		
Almost never	159	74.6
Sometimes	24	11.3
Often	5	2.3
Almost always	5	2.3
The students of this class do help decide what topics will be studied in this class.		
Almost never	107	50.2
Sometimes	71	33.3
Often	10	4.7
Almost always	8	3.8
The students of this class should help decide what topics will be studied in this class.		
Almost never	24	11.3
Sometimes	99	46.5
Often	39	18.3
Almost always	32	15.0

Table 24B (cont'd)

	Frequency	Percentage
There are many classroom concerns that students talk about outside of class, but which never get raised in class.		
Almost never	47	22.1
Sometimes	91	42.7
Often	42	19.7
Almost always	15	7.0
The teacher in this class talks openly to students about how he/she feels the class is going.		
Almost never	26	12.2
Sometimes	54	25.4
Often	61	28.6
Almost always	64	30.0
I feel that the teacher in this class encourages us to work at our potential.		
Strongly agree	64	30.0
Agree	102	47.9
Disagree	14	6.6
Strongly disagree	2	0.9

Responses show that students would have liked to have much more influence than they had been exercising. One-half of the respondents reported that students "almost never" helped to decide what topics would be studied in the class, while one-third said that they had a chance to do so only "sometimes." By contrast, one-third thought that there should be such opportunities "often" or "almost always," while nearly half of the students said "sometimes." (Table 23B)

(b) The Staff Perspective

By the end of the first term the teaching staff appeared to have accepted the school's student-centred philosophy. On the staff questionnaire, nearly all respondents indicated that the development of individual personality and self-direction was the most important goal they had as teachers. At this time also, the teachers had been asked to describe their ideal of a student-teacher relationship. Most indicated that they desired an open, friendly relationship of mutual respect.

They hoped this would be achieved to a greater degree in the new setting where there could be a more relaxed atmosphere than that in which they had been working.

After the move to the new building, the majority of staff continued to support the model of individualized or small group learning, but a number saw themselves limited by lack of space. A number of classrooms on the second storey were not finished and in many instances equipment and other supplies had not arrived.

The teaching staff expressed a willingness to let students share in classroom decision-making. Most teachers said that they sometimes asked for and used the students' points of view about what and how to teach. Most of the teachers said that they had held some class discussions about class problems and felt that the students appeared comfortable in having open discussions about classroom issues which were bothering them.

The ideal of student responsibility was voiced by most teachers as well. Some mentioned a desire to have students more involved in the decision-making process at Bayridge. Yet despite the objective of instilling responsibility, a certain preoccupation with matter of discipline and control was mentioned by a number of teachers as a problem of a few staff members at the school. A few teachers felt that some students who lacked motivation caused most of the problems in class. One teacher stated that there was a need for some co-ordination of disciplinary matters at the school. Another wished for one strong disciplinarian, such as a vice-principal.

Some teachers stated that their ideal of student-teacher relationships was one of equality. Yet a related issue was mentioned as a source of some conflict among the staff: the openness of the staff room to students. Some teachers were against the closing of doors while others were insisting on the staff's need for some privacy. One teacher exclaimed that students should not expect to socialize with staff in this way.

Most teachers agreed that lateness and skipping by students were sources of problems at the school. Their opinions as to whether these were on the increase or decrease since the move to the new building were quite varied. Some felt that they had definitely increased; others said they were just the same with the same group of students being responsible; still others said that although these things had been a problem right after the move, they were no longer so.

It was generally agreed that during the first few weeks at the new building there had been more than the usual number of disciplinary problems at the school. It was felt, however, that most of these had "settled down" by mid-semester.

(c) Parents' Perspective[1]

Data from the fall-term parent questionnaire indicated that parents in general supported a limited student involvement in classroom decision-making. There was, however, a number who felt strongly that the classroom teacher should not be permissive or "soft" and that the teacher should insist on high standards and ensure that basics of the particular subject be learned. On the other hand, a number of parents supported extensive student involvement and felt that the students should be encouraged to assume responsibility rather than to be always directed.

On the April questionnaire, parents again differed in their responses to the student role. In general, they shared the teachers' concern about the need for discipline, although the parents were not in agreement as to how discipline was to be enforced (e.g. through students learning self-control, through teacher and principal making students behave, or working out problems through teacher-student discussions). They continued to show a concern about the need to include "basic education" in the curriculum.

---

[1] See the preceding section, "Community Involvement," for more detail on the parents' point of view.

THE STUDENT ROLE IN THE SCHOOL AS A WHOLE

(a) The Student Perspective

One series of questions on the student November questionnaire addressed the students' perceptions of the school as a whole and of their involvement in it. The majority of students agreed that there was a good school spirit at Bayridge Secondary School. As well, the majority agreed that in general the people of Bayridge worked well together, supporting and encouraging each other. Most students were in agreement with the school's rules and regulations. Approximately one-fifth felt there were too many. Few of the students enjoyed their sojourn in the temporary setting. As might be expected, a large majority looked forward to moving to the new school. (Table 25A)

Slightly more than a third of the students saw "quite a bit" or "a great deal" of student influence on decisions about what happened at Bayridge, although nearly half said that there was "some." However, a large majority felt that students should have "quite a bit" or "a great deal" of influence. Over half of the students said that they would like to be a member of a school committee to discuss school goals, rules, and regulations. Slightly less than half liked the way that the student council was working. About one-fifth had no opinion or did not respond to the question, perhaps an indication of their not knowing about its purpose and activities. (Table 25A)

Data from the April questionnaire revealed that most of the students did not want more voice in the setting of rules and regulations for the entire school. Only one-third of the respondents disagreed that students at Bayridge had enough influence in this area. Nevertheless, two-thirds of the students said that there should be student participation on staff committees which established school policy. There is indication that students were not always aware of their role in school-wide policy-making procedures at Bayridge. For example, 58% of the students did not know how students might have tried to influence the setting of rules and regulations. (Table 25B)

Table 25A

Students' Perceptions of Open Concept Issues: November 1974

n=219	Frequency	Percentage
There is a good school spirit at Bayridge Secondary School.		
Strongly agree	61	27.9
Agree	81	37.0
Disagree	26	11.9
Strongly disagree	17	7.8
In general, do you feel that the people of Bayridge Secondary School work together supporting and encouraging each other?		
There is a great deal of support and encouragement.	90	41.1
There is some support and encouragement.	49	26.9
There is not much support and encouragement.	24	11.0
There is very little support and encouragement; no one seems to know or care what anyone else does.	7	3.2
I don't know.	36	16.4
How do you feel about the rules and regulations in this school?		
There are too many.	47	21.9
They are just right.	148	68.8
There are not enough.	12	5.6
How do you feel about sharing this high school with _ _ _ _ _ _ _ _?		
I really like it.	28	12.9
It's okay.	77	35.5
It doesn't matter one way or the other.	39	18.0
I don't like it at all.	71	32.7
Do students have a say or influence on decisions about what happens at Bayridge Secondary School?		
Not at all	38	17.5
Some	92	42.4
Quite a bit	53	24.4
A great deal	31	14.3

Table 25A (cont'd)

	Frequency	Percentage
Do you think that students should have a say or an influence on decisions about what happens at Bayridge Secondary School?		
Not at all	2	0.9
Some	38	17.5
Quite a bit	68	31.3
A great deal	106	48.8
How would you feel about becoming a member of a school committee which would discuss school goals, rules and regulations, and so on?		
I would like it.	128	59.3
I would not like it.	80	37.0
I like the way the student council is working.		
Strongly agree	25	11.5
Agree	74	34.1
Disagree	39	18.0
Strongly disagree	35	16.1
No opinion	38	17.5

Table 25B

Students' Perceptions of Open Concept Issues: April 1975

n=213	Frequency	Percentage
Would you prefer to attend a high school other than Bayridge Secondary School?		
No, I would rather stay here.	148	69.5
Yes, I would prefer changing schools.	26	12.2
It doesn't matter one way or the other.	34	16.0
Do you think that there should be student participation on staff committees which might meet to establish and discuss school policy?		
Yes	146	68.5
No	17	8.0
No opinion	42	19.7
Students at Bayridge have enough influence in the setting of school rules and regulations.		
Strongly agree	21	9.9
Agree	65	30.5
Disagree	41	19.2
Strongly disagree	29	13.6
No opinion	51	23.9
How, if at all, have students at Bayridge tried to influence the setting of school rules and regulations?		
No response/don't know	124	58.2
They haven't tried/have had little or no success	22	10.3
Through student committees or groups (concerted student action)	25	11.7
Through guidance counsellor	2	0.9
Through other staff member/staff committee/ Principal	10	4.7
Student self-regulation/monitoring each other's behaviour	9	4.2
Defiance of rules and regulations	8	3.8

Table 25B (cont'd)

	Frequency	Percentage
How do you feel about the rules and regulations in the school now?		
There are too many.	44	20.7
They are just right.	134	62.9
There are not enough.	18	8.5
Who is chiefly responsible for deciding what the rules will be?		
Principal	109	51.2
Individual teachers	4	1.9
Students	9	4.2
Staff committees	28	13.1
Don't know	42	19.7

Most students (two-thirds) indicated that they were satisfied with the existing number of rules and regulations. Generally, students who expressed a displeasure did so because they felt that there were too many, rather than too few, rules and regulations. (Table 25B)

It was felt, by slightly over half of the students, that the principal was chiefly responsible for deciding what the rules would be. Only four students thought that individual teachers had a major influence, but several (one-fifth) stated that staff committees were involved in making these decisions. (Table 25B)

(b) The Staff Perspective

When asked, at the end of the first term, about the overall influence they felt students had in the decision-making process of the school as a whole, all respondents indicated that students had "a little influence." However, nearly all teachers agreed that they should have more influence than this. Most indicated they should have "some" degree of influence, while one person checked "a great deal." Staff saw the lack of time as the major constraint at this time. They also saw a difficulty in that students did not have enough information to become too deeply involved. Staff differed over the amount of influence students should have.

During the second term, all teachers felt that student morale increased relative to what it had been previously. Participation in clubs and sports was considerably higher. Students were seen as more willing to talk informally with teachers. There was a growing pride in the school, with several incidents of student self-discipline.

Most teachers admitted that the extra free time for students was generally used for socializing rather than for academic purposes, but most felt that this was a legitimate and even necessary school function. One teacher observed that there had been a great decrease in "socializing" during his classes since the institution of the free time.

At this time, the staff also was taking steps to include a student voice in their committee structure for the coming year.

(c) The Parent Perspective

Parent respondents, in general, did not think that the students had a great deal of influence in school matters. In the fall term, 22% of respondents agreed that students had "quite a bit" or "a great deal" of influence. In the spring term, 19% agreed. (Interestingly, the "no opinion" category changed from 14% in November to 30% in May, 1975 - perhaps an indication of insufficient or unclear home-school communications).

The great majority of the parents agreed that students should have limited involvement with this school-wide level of decision-making. In the fall term, 75% agreed that students should have "none" or "some" influence; in the spring, 77% agreed. (See Tables 13A and 13B). (See also the "Community Involvement" section for more detail.)

STUDENT PERCEPTIONS OF THE BAYRIDGE PROGRAM

(a) Open Concept

We asked students to indicate what the biggest change for them had been in moving from the shared setting to the new school building. This was an open-ended question, and only a small proportion of students failed to respond. We were thus able to discern several categories from the varied replies given. The largest group of students (almost one-third) commented on the improved atmosphere in the new building. Typical statements were that there was a freer, more casual atmosphere and that the building was less crowded than the temporary location. A small proportion of students (20%) mentioned the improved facilities and the changes in the physical setting. Included here were comments about such things as the carpeting, the bright colours, and the open area classrooms. Some students (15%) pointed out the inconveniences and minor problems that were experienced when they first moved into the building. Construction had not yet been completed at the early part of the semester and there were difficulties in adjusting to this noise distraction and the inconvenience of not having lockers, a cafeteria, etc. Very few students (6%) expressed a wholly negative view of the change in location and regret at leaving the temporary setting. (Table 6, page 139)

When asked in which area of the school they spent their free period, students gave a number of replies. An equal proportion (about one-fifth in each case) cited either the resource centre, the mall area, or the area around the front entrance. Very few said that the time was passed in an instructional area. Close to one-half of the respondents reported that this period was generally spent talking with their friends. (Table 3, page 137)

(b) Advisory and Supervisory Persons

In a school such as this, where students are learning new roles or new ways of relating to each other and to the staff, the guidance or supervisory functions become an even more integral part of the total program.

In April, we included a number of specific questions about the guidance counsellor. (Table 26.) (This set of questions was not relevant for the first term because, at this time, students had selected courses without the direct assistance of the guidance counsellor.) We questioned students about their choices in selecting an overall program. About a third of the students reported that they selected courses without any help. Another third used parents as the main source of help. Only 8% used the counsellor as the main source of help, while another 11% relied on their friends. Most were satisfied with this situation and only 11% complained that they did not have enough help. The most salient factor in making course selections seems to have been consideration of the future. One-half of the students said that future education and/or employment was the main factor. An additional one-quarter said that course interest was the most important factor in choosing their program.

While the school counsellor appeared to have a positive, easily approachable image for the majority of the students, a large minority (40%) reported that they had only "very little" or "some" confidence and trust in him and that they felt "slightly free" or "not at all free" to approach him about school-related or personal problems. Many students had had little opportunity to get to know the counsellor. The reason most often mentioned for having met with him was "timetable problems" (44%), followed by "personal concerns" (24%). 19% had met with him for educational planning, 12% for career planning, and 11% for participation in a group discussion[1]. (Close to half of the students (40%), however, had not met with him at all during the semester.) (Table 26)

In most schools, the Principal is seen by students as a relatively remote person. (See, for example, Fullan and Eastabrook (1972), pp. 15-34). As one would expect, the majority of the Bayridge students did not initially see the Principal as a highly approachable person. (Table 27A.) In November, almost two-thirds of the students stated that they

---

[1] In answering this question, respondents could select more than one reason for meeting with the school counsellor.

"sometimes or "almost never" felt free to talk to the Principal about school matters. About 15% said they felt free "almost always" or "often" to talk with him. On the other hand, about 28% felt that the Principal listened to and used their ideas about running the school. There was a large minority (almost 32%), as well, who felt that the Principal knew and understood the students' point of view on school matters. (Table 27A.)

By April, the situation had changed with proportionately more students seeing the Principal as approachable and understanding of their points of view. Almost one-quarter of the students said that they felt "very free" or "somewhat free" to talk to the Principal. Over one-half of the students said they had talked with him on at least three occasions. About 35% of the students agreed that the Principal "often" or "almost always" took in to account the stuents' points of view when decisions were made about school matters. Over 40% agreed that the Principal was "somewhat" or "very" fair in his treatment of students who had been accused of doing something wrong. (Table 27B.)

In absolute terms, it would appear that the principal-student relationship was somewhat weak. Yet relative to the situation in other schools, the relationship was positive. It also seemed to be improving, with proportionately more students seeing the Principal as someone in authority who could be approached and who demonstrated his understanding of and support for their concerns.

Table 26

Students' Perceptions of the Guidance Counsellor Role: April 1975

n=213		Frequency	Percentage
Who was the main source of help in the choice of your overall program for this year?			
	My parents	69	32.4
	Friends	24	11.3
	Guidance Counsellor	16	7.5
	Nobody helped me	74	32.7
	Other	13	6.1
Do you feel that you had enough assistance in choosing your courses for next year?			
	Yes	154	72.3
	No	24	11.3
In general, how free do you feel to approach the school counsellor if you have any school-related or personal problems?			
	Very free	57	26.8
	Somewhat free	49	23.0
	Slightly free	44	20.7
	Not at all free	40	18.8
How much confidence and trust do you have in the guidance counsellor?			
	Very little	34	16.0
	Some	54	25.4
	Quite a bit	44	20.7
	A great deal	46	21.6
Have you personally met with the school counsellor this school year for any of the following reasons?			
Timetable problems			
	Yes	93	43.7
	No	88	41.3
Educational Planning			
	Yes	40	18.8
	No	121	56.8
	No response = 23.9%		

Table 26 (cont'd)

		Frequency	Percentage
Career Planning			
	Yes	26	12.2
	No	133	62.4
	No response = 24.9%		
To share in a group discussion			
	Yes	23	10.8
	No	141	66.2
	No response = 22.5%		
Personal concerns			
	Yes	51	23.9
	No	120	56.3
	No response = 19.2%		

Table 27

Students' Perceptions of the Principal: November 1974

n=219	Frequency	Percentage
Do you think that the Principal knows and understands the students' points of view on school matters?		
Almost always	31	14.3
Often	38	17.5
Sometimes	74	34.1
Almost never	55	25.3
Do you feel free to talk to your Principal about school matters?		
Almost always	12	5.5
Often	21	9.6
Sometimes	38	17.4
Almost never	107	49.1
Does the Principal listen to and use students' ideas about the way the school is run?		
Almost always	22	10.0
Often	39	17.8
Sometimes	60	27.4
Almost never	55	25.1
No opinion	34	15.5
Is the Principal fair and understanding in his treatment of students who have been accused of doing something wrong?		
Very fair	46	21.6
Somewhat fair	42	19.7
Slightly fair	30	14.1
Not at all fair	39	18.3
No opinion	50	23.5
In general, how free do you feel to approach the Principal of Bayridge?		
Very free	15	7.0
Somewhat free	38	17.8
Slightly free	49	23.0
Not at all free	84	39.4

Table 27 (cont'd)

	Frequency	Percentage
How many times this semester have you personally talked with the Principal?		
Never	92	43.2
Once or twice	55	25.8
Three to four times	27	12.7
Five or more times	19	8.9
Do you think the Principal takes into account the students' point of view when decisions are made about school matters?		
Almost always	41	19.2
Often	34	16.0
Sometimes	46	21.6
Almost never	43	20.2
No opinion	42	19.7

Looking back over this first year of operation, the observer can note much in the school which suggests a high level of support for student involvement in the school's activities. All three of the major constituent groups - students, teachers, and parents - accepted the school's philosophy of student-centredness and the goal of student self-fulfillment. In general, the students found the staff willing to provide instructional learning opportunity. The majority of students saw teachers as open and approachable if they had problems or concerns. Moreover, when students had gone to staff with their concerns, a sizeable proportion of them (although not quite a majority) saw their ideas being incorporated into classroom or school decision-making. The organization of the program supported the philosophy of self-development with one regular "free" period scheduled daily for each student and a double lunch period.

Yet there were, at the time, certain barriers to student involvement. A number of parents expressed concern that there was too much freedom in the school; those parents who accepted the general ideology of individual growth and development felt that there must be considerably more direction provided by the staff, with specific rules or regulations to govern student behaviour or deportment and a curriculum which specified and emphasized basic skill areas. The students in general seemed uncertain about how their "freedom" might be exercised. A number expressed concern about other students' behaviour in classes (better participation) and in non-teaching areas: "A lot of kids are just fooling around."

It seemed that more attention was needed to learning to use freedom. Perhaps there should be provision for students to discuss issues like independent study or self-responsibility and to examine, both objectively and subjectively, the process involved as they attempt to achieve these objectives. Schools might consider the possibility of having student professional activity days in connection with teacher professional activity days.

VI Bayridge in Retrospect

Miles (1977) suggests three criteria of success in implementation:

(1) features in practice which are "congruent with the essential or core vision which planners had for the school."

(2) ability of the school to cope with problems.

(3) user or stakeholder satisfaction.

There is no question that the first criterion was not met. It is difficult to assess the second one. Stakeholders' satisfaction was not high in relation to the goals for the school. Why was there minimal progress despite (or perhaps because of) such a long planning period?

Let us review the main objectives of Bayridge:

Strategies

(1) to create a role for students of responsible engagement in a largely self-directed program.

(2) to permit teachers to perform as professionals engaging in curriculum development, practice, and evaluation in their own subject area, and school-wide decision-making rather than pursuing housekeeping or clerical chores.

(3) to promote community involvement in a total learning program.

(4) to promote a learning environment of inquiry as opposed to relatively passive acceptance of what is presented.

The most common approach to change in schools has been one where the specific change(s) or innovation(s) has (have) been identified by a senior educator/administrator and then plotted on flow charts for implementation - teachers have been expected, so it seems, to follow the appropriate rules and regulations. This unilateral approach to change makes three assumptions: the educator/administrator knows the conditions of the school and its classrooms; the implementation process can be specified and articulated as a series of behavioural steps; teachers and students can, and will, accept and follow the steps. Only infrequently have those who use a program been directly involved in the total process. Fullan (1972) examines this issue in some depth. User-centred models do exist, however. Sieber (1972), Bentzen (1974), and Elliott and Adelman (1974), for example, have reported cases where there have been attempts to provide a structure of support for users wherein they define their needs and then develop appropriate solutions; these researchers present data which support the general effectiveness of this approach.

At Bayridge Secondary School, there was an attempt to follow a user-centred approach. During the first stage of planning there were definite attempts to provide opportunities for a number of persons to voice their concerns and ideas. Most of the attempts were initiated by the superintendent of the area in which the new school was to be situated. The attempts or strategies included: (1) the creation of planning committees with relatively open membership; (2) informal talks among teachers; and (3) more formal written or oral presentations to the planning committees. Parents of students did not appear to exercise a direct influence. While there was provision for student and parent membership on the committees (parent representatives from an area curriculum committee, and student representatives from the closest secondary school's student government body had been invited), these two groups did not become involved in the committees' work.

The active committee members included teachers, department heads, vice-principals, principals, the area superintendent, and several members from the Ministry's regional office and Queen's University Faculty of Education. As a result of their exchanges over approximately a two-year period (Planning Phase I), the members of the committee concerned with the school's program formulated a definite conception of the proposed school - its curricular program, its staffing, its architecture, and its general philosophy. However, this was done prior to the hiring of the Principal and his staff. (As we have also pointed out, with the new Principal and a new area superintendent at the beginning of Planning Phase II, there was a shift in emphasis to a slower, more developmental approach to change rather than a move to establish numerous innovations). The majority of the school's staff had very little opportunity to become familiar with the goals and activities as formulated during the earlier planning phase. They, of course, did become aware of some of these goals as they were communicated (perhaps more implicitly than explicitly) by the Principal during staff interviews and early staff meetings.

Up to the end of their first year at Bayridge, staff members appear to have been collectively able to do little detailed planning of their new roles. Most of the staff were hired in April and May, 1974. In this period, they were almost totally absorbed by their own end-of-the-school-year responsibilities. During the summer, with the pressure to develop curriculum activities from general guidelines, to order texts and other supplies, they had little opportunity to consider new ideas let alone to formulate ways to enact them. Furthermore, the fact that they moved into a traditional building in shared facilities[1] for the first four months (September - December, 1974) also inhibited innovative planning. They had no private staff planning room or common meeting area. As a result, in the short run, as one would have predicted, the teachers retained a number of their former practices or alternatively depended upon the Principal (and on any "leaders" who emerged from within the staff) for direction.

Students, as well, had little orientation to the new program and no preparation for their new roles or for those which their teachers might adopt. Their expectations, in general, had emerged through exchanges with parents and older siblings and peers who were familiar with more traditional student roles. The first few months in the shared facilities tended either to reinforce these expectations or to create a conflict because of inconsistencies between the educational practices of some Bayridge staff and the rules, regulations, and practices of the host school.

Of course, after only one year of operation, it was premature to evaluate the successfulness of the Bayridge program. We can report, however, on the process of implementing the new program, the dynamics of: (1) new role negotiations, e.g. principal-student-teacher-parent, student-student, teacher-teacher, and subsequent role changes; (2) new organizational structuring, e.g. the flat non-departmental system and timetabling; (3) internal and external autonomy/dependency relationships, e.g. staff-school board.

---

[1] See Appendix E.

At this point, it is useful to refer to the Paradigm for the Analysis of Change (see page 3).

PLANNING PHASE I: PROBLEM IDENTIFICATION (1969-1973)

Social Forces

Initially a rapid population growth was projected for the area. Young families had begun to move into this area and the existing schools were overcrowded. Industry was also moving in. Land values had accelerated and the tax base was increasing. On the other hand, several of the other schools in the County had begun to experience, or at least to anticipate, falling enrolments. Most of the people of the immediate community were relatively well educated and seemed to espouse many of the "progressive" educational ideas.

Social Roles

The superintendent responsible for the area had a reputation of being far-sighted, enthusiastic, and able to get things done. The Chairman of the Board and his colleagues saw him as dynamic, decisive, and ready to act on the basis of both research and personal conviction. Teachers, principals, and parent groups who had worked with him or who had observed him spoke highly of his leadership and guidance.

Strategies

When the opportunity was presented, a large number of the County teachers came forward to begin working as a committee on a plan for a new concept for the educational complex. At the beginning, the area superintendent seemed to initiate many of the ideas for the new school, its form, and its philosophy. As time went on, however, the committee members became more independent, breaking into task groups with the area superintendent playing more of a co-ordinator and less of an initiator role. In retrospect, it seems that they shared the superintendent's general educational philosophy and accepted many of his ideas, but were capable of working out ideas on their own. These people, the "representatives" of those who would eventually be using the new school, came to see themselves as the real planners of the new school. Sarason (1972) provides a description of such a planning cadre - a group of people working on a common problem independently of the larger community, tending to grow in a direction incomprehensible to their co-workers and associates who had not experienced the learning process undergone by the committee members. As a result, although the general goals may be shared by all, certain of the specific goals and means of reaching them will be unknown and frequently rejected by those not intimately involved.

PLANNING PHASE II: OPERATIONALIZING THE PROBLEM/GOAL (1973-74)

Social Forces

At this time, the growth rate projected for the area was challenged and a much more conservative rate was calculated, with the growth curve levelling off and then eventually falling. Various individuals and groups began to question the adequacy of the County's educational program - e.g. basics were being neglected. With a sudden population growth, many new houses were being built, and some area works services had to be quickly extended, with a resultant tax increase. It was feared that the construction of a new high school, so architecturally modern, would push the mill rate even higher.

Social Roles

The committee itself seemed not to take into account the changes in the social forces. They had continued to plan for a large composite school. The superintendent and Board officials engaged in a lengthy debate with the Ministry over the size of the proposed school. Early in 1973, the plans had been accepted for a school two-thirds the size of that originally planned. Board officials decided to hire a principal who would become involved with the final drafting of the school and its program. The area superintendent resigned to move to a new position with a different Board. His replacement, although with the Board throughout this period, had had no direct involvement with the planning committee.

Strategies

The newly appointed Principal was to develop the details of the new school and its program; presumably (its members thought) he would be working with the committee and building on its previous work. The Board, on the recommendation of the original area superintendent, sponsored the Principal at an International Management Training for Educational Change conference, where he expanded and developed a number of ideas for the school program.

The Principal, on his return, assumed the function of the planning committee. The former superintendent and the committee had left a legacy of user involvement in planning the school program and flexibility in the physical design of the school. The fundamental concept underlying the Principal's strategies in preparing for the school's opening was that change is by nature developmental - that the people who are to use any new practices must be involved in working out the operation of the intended change. To facilitate the involvement of the school staff, he proposed a flat organization - one without vice-principals or department head positions. Planning, decision-making, and policy formation were to be done through a committee structure. Money "saved" by not having administration allowances was to be used for paraprofessional and other assistance, so that teachers might have time and energy to be professional.

THE THINGS WE CANNOT CHANGE - THEIR IMPLICATIONS FOR THE IMPLEMENTATION PHASE

Social Forces

The former committee members had discussed with teacher colleagues across the County their expectations for the new school - its philosophy, its curricular program, its organization. Although the philosophy remained relatively unchanged, aspects of organization and curriculum were at variance with the way in which the school eventually evolved - e.g. flat organization rather than deanships overseeing related departments, and (initially at least) conventional curriculum rather than integrated studies.

The County's student population had begun to stabilize. Several schools experiencing declining enrolments found themselves with redundant staff - the first source of teacher recruitment for the new school. We would emphasize, however, that in no cases was there a situation of simple staff-transfer - redundant teachers were not automatically absorbed by the new school - there was a selection process. The new school's student population was not defined until April so staff could not be hired until after late in the Spring term preceding the school's opening.

The committee structure concept could not be developed until the summer - a time committed for summer school and general vacation. Any new curricula had to be developed during the summer as well. Classroom equipment had to be ordered. Sarason (1972) has pointed out that pressure to engage in these expedient, immediately necessary activities results in planners losing sight of their new program - they ultimately return (or wish to return) to the program with which they are familiar.

Building delays postponed construction completion from September, 1974 to January, 1975. Temporary accommodation had to be found. Three choices were considered: (1) to hold staggered classes with either the closest high school or elementary school; (2) to have concurrent classes with a more distant high school where, because of a falling student enrolment, a number of vacant classrooms existed; (3) to conduct the school in a collection of portable classrooms. The second was chosen as the most expedient course - staggered classes inconvenience two school populations and the Board and Principal did not wish to force an already full and established school to accommodate 250 "guests"; a collection of portable classrooms, while providing separateness and distinctiveness for the new school and its people, could not accommodate science or physical education programs (there is also a high cost in setting them up - moving, servicing, etc.). (Appendix E provides a brief account of the implications of schools sharing the same physical plant.)

The ordering of equipment and supplies was delayed. Teachers unaccustomed to such "administrative" tasks - i.e. duties normally performed by department heads - had to learn their new roles. The factor, plus the lack of a building to house materials, postponed delivery by nearly one year. With inflation, prices soared - all items budgeted for could not be purchased. Teachers, uncertain or ambivalent about their new roles as decision-makers, began to experience a sense of futility with regard to spending so many extra hours in planning a program which could not be supported. A number of teachers could not see how the administrative savings were being used to help ease their load: they felt that their classes were just as large as those in other schools; they taught as many classes; they had no department heads to develop curriculum or to provide curriculum resources and no vice-principal to discipline wayward students. (Authors' note: of course, the vice-principal's role involves much more than the disciplining of students.)

Social Roles

There were five sets of social roles affecting the implementation phase of the school's program: the students', parents', teachers', principal's and external supervisory/adminstrative staff's. We will identify the nature of each of these role sets, both as they existed before the creation of the new school and as they were to develop to permit the implementation of the new program.

The student role was no longer one of relative passivity and teacher-dependence, but rather one of self-directiveness and independence - i.e. self-responsibility. This requires active participation in the school's various programs and assumes involvement in school. Parents were expected to be knowledgeable about the school and to move toward greater involvement in decisions and to participate in a number of the school programs. The teachers' role was based on a non-directive relationship with the Principal and involved joint decision-making (with fellow teachers, the Principal and, in some instances, students and parents) on the various aspects of the school: curriculum, inter-disciplinary programs, equipment, classroom and school guidelines or policy. The Principal's role was not that of director and determiner of programs and teacher and student behaviour. He was rather a colleague providing personal support and encouragement, a facilitator and mentor at the individual level. These four internal role sets depended upon the development of new personal and group relationships among students, staff and Principal particularly, so that collective decision-making could be encouraged.

We will now examine the external role set. While it is true that the role of the supervisory and administrative staff had changed from the "inspector" role of the previous decade, the change seemed to be one more of performance than of expectation. That is, teachers, students, and parents tended to expect the "inspector" role despite supervisory and administrative staff attempts to "perform" supportively, or in a supplementary capacity. The supervisory and administrative staff tended to be cast in a directive, judgmental, and evaluative role. In general, the Board of Education was seen as guardian of the purse, the constrainer of equipment purchase. With accountability becoming a more salient issue, there seemed a greater tendency for Board members to play a more judgmental or evaluative role. If the Board in the past has acted only in accordance with established practices and if, at the present, there is an incomplete data base - i.e. all perspectives or dimensions of the matter are not presented - a new and unique program cannot be dealt with adequately. For example, if the Board has always reacted to final products (actual or projected outcomes or results of an innovation), it cannot be expected to support a process in which the outcomes are not fully predictable. A Board generally tends to be universal in its application, to be concerned about precedent - what is good for one school is good for all schools; what is provided for one school will be demanded by all schools. It may be that its members as a whole are not aware that certain factors may be critical determinants in one situation and yet not necessarily required in a second. More practically, Board members may wish to develop universally applied policies and practices because of actual experiences - e.g. when a certain resource was provided for one school, it was demanded by the parents and staff of other schools.

Strategies

Before we examine the strategies of implementation, let us review Bayridge's objectives as we have noted them:

(1) to create a role for students of responsible engagement in a largely self-directed program.

(2) to permit teachers to perform as professionals engaging in curriculum development, practice, and evaluation in their own subject area and school-wide decision-making rather than pursuing housekeeping or clerical chores.

(3) to promote community involvement in a total learning program.

(4) to promote a learning environment of inquiry as opposed to relatively passive acceptance of what is presented.

Clearly Bayridge is not unique, for these objectives are accepted or given philosophical support by a number of schools. What differentiates schools is the practice or the process whereby these objectives are achieved or not achieved. Let us now examine how these objectives were to be achieved in Bayridge.

The original planners had pre-determined one strategy - the open space, flexible design of the building. The location and design of the resource centre was a second pre-determined strategy. Information about the educational philosophy from the planning committee members and subsequent statements by the Principal as he discussed aspects of the new school's program with other school staffs during teacher recruitment, with incoming students and their parents, and with individual staff applicants at the time of their interviews, led to a general expectation of the program and how it might operate. The Principal determined a second strategy - the flat organizational structure. As well, he offered to the staff the possibility of including students and parents as committee members.

One major barrier to pursuing each of these objectives seems to have been a tendency on the part of people in the school not to consider their behavioural implications. For example, what does it mean behaviourally for students and teachers if students are to be self-motivated and self-responsible? What skills and attitude changes on the part of students and teachers are necessary? What accommodations need to be made for teacher and student individual differences in terms of development and capacity? What mechanisms and resources are required to facilitate the change?

Traditionally, teachers in general have worked relatively independently in self-contained classrooms. The open area, flexible space changed this condition. Not only are there new roles to be learned, but the learning process is highly visible.

Gross et al (1971) have identified two types of barriers to implementing educational innovation: (1) psychological or normative barriers - e.g. the individuals who "use" the innovation are unclear as to what their new roles are, what they entail and, as a result, they lack the capability in terms of skills and knowledge to perform these new roles; (2) structural or mechanistic barriers - e.g. materials, equipment, and other human resources are not available to support the new roles, and accustomed timetabling, grading practices and routines, etc. are incompatible with the new program.

One approach to resolving these problems, of course, would have been to adopt a more directive, unilateral leadership style. (This, however, seems inconsistent with contemporary values of shared decision-making.) As we have seen, the approach adopted by the Principal was to promote a staff-determined approach. Initially there seemed to have been a high level of support for this concept. As the year progressed, staff reactions changed. Charters and Pellegrin (1973) have analysed four case-studies in which there was a "staff-determined" feature. (The specific innovation was differentiated staffing.) Briefly, they identified the following barriers.

(1) The innovation or organizational change tends to be described or referred to in abstract, global terms emphasizing benefits to be realized than the nature of the changes themselves.

(2) Teachers, even under conditions where they choose the situation, often have little basis for knowing the nature of the change to which they are committing themselves, since the specific program is still to be developed; neither the costs nor the benefits can yet be assessed.

(3) Where "staff-determination" is an overarching value, leaders tend to intervene as little as possible. This may be perceived by the staff as a lack of appropriate resource support and as the absence of psychological support from administration. It may also lead to problems at a later stage if the leaders accountable for the "success" of the school have to intervene at a crisis stage, thereby creating strain with the staff.

(4) Members of the teaching staff may not necessarily be clear as to what the change is, nor can they easily work this out under conditions of competing time demands, lack of a structure and lack of experience in collective decision-making. Teachers are expected to carry out their normal time-consuming instructional duties, while simultaneously figuring out how to work with other teachers in team or committee decision-making.

(5) While the change implies that "they" are to become largely responsible for defining the new program, the individual teacher may not be clear on how his responsibility can actually be carried out. Since most individuals may feel this way, there is no "collective" responsibility. This situation is compounded by point (3) above.

(6) The time schedule for implementing and carrying out the new program may be unrealistically short, exacerbating all of the above problems.

(7) Finally, a consequence which eventually becomes an added barrier is that the "costs" of participation (role overload, diversion from core teaching, frustration at lack of progress, lack of rewards) may begin to outweigh the benefits, and people may lose commitment and/or leave. (See also Fullen and Pomfret, 1977, for an analysis of implementation problems.)

To what extent have these factors existed at Bayridge? The first factor, the abstract nature of the innovation, applies in one sense but not another. The general nature of the program was understood to be student-centred, and while specific innovations were not defined concretely at the beginning, on the other hand, there was no belief on the part of the staff that this was the case. This is very important because in the innovation studies by Charters and Pellegrin there was this belief - that is, there was the understanding that they had a particular innovation called differentiated staffing and the task was to implement it. When the staff was hired at Bayridge, there were no program innovations, but only plans to work towards them. On the other hand, staff believed that they themselves would be "freed" from a number of routine tasks through the use of paraprofessionals, thus enabling them to be actively engaged in curriculum development, school program development, and decision-making.

Factor two does seem to apply to the staff at Bayridge. They did commit themselves, however, as collective decision-makers in a flat organizational structure without being clear on the costs and benefits. There was a general expectation that there would be demands, but these would be self-determined and there was no doubt an expectation that they would be self-controlled.

Factor three is very difficult to assess because it relates to the development of a fine balance between staff determination and administrative support. In general, the Principal did not intervene. In fact, at times staff criticized him for not intervening and stating school policy, particularly in the area of student behaviour. On the other hand, other staff members stated that administrative non-interference was highly desirable. The latter group felt strongly that the problem lay in staff members not being committed to taking time to work out collective solutions.

Factor four concerns the need for time and a structure to define the new programs. This will always be a problem, but the question is, "Are there specific ways or plans for addressing it?" First, there was a committee structure for collective decision-making. Second, there were plans to use the finances saved on supervisory staff to provide time and help (paraprofessional) to teachers to enable them to spend time defining the new program. Committees were expected to be self-motivated and self-directed. The Principal wanted to determine with the staff the several task areas and then to support each committee to determine its organization, terms of reference, and leadership. It seemed to be accepted that through cross-membership and informal discussions (the staff consisted of 18), the deliberations of each committee would become common knowledge. Some teachers were uncertain of the contribution student members might make. There was also some concern that the presence of students might inhibit candid exchanges among staff. Staff as a whole seemed unclear as to how specifically the "saved" money should be used. Even at the end of the year, most did not know the details of its use.[1] There was no scheduled time for committee meetings. Co-ordinating or participating in extra-curricular activities for students and the school, in general, absorbed the noon and after-school time of a large majority of staff. Fitting in meetings became increasingly difficult. Attendance was low, particularly at those times when members were not facing a crisis - staff had "more important things to do."

Clarity about responsibility, factor five, as we have already indicated also seemed to be a significant issue. In particular, there was the problem of how individual committees learned to establish their own internal member responsibilities, as well as their responsibilities vis-a-vis the rest of the staff and other school constituencies. This has already been discussed at some length above (see pages 147-149, 152-156). There was also the problem of responsibility for student behaviour outside a specific classroom. While most staff accepted the concept of student responsibility, a number felt that there should be school policy set to govern general attendance, to determine codes or standards of behaviour, and to specify outcomes for any misdemeanor.

Time schedule, as a barrier, is another factor at Bayridge which appears to have been formulated differently than in most new innovative schools with which we are familiar. The Principal explicitly took a longer time perspective to facilitate more comprehensive and systematic development of the new programs. At the time of writing it is too early to determine if the longer time perspective taken by the Principal will result in definite incremental changes or whether it will cause the momentum for change to fall victim to routine. A critical aspect of this factor will be whether or not the staff continues to accept it. This aspect, of course, is related to Charters and Pellegrin's final factor, the costs of participation.

---

[1] Much of it seemed to be used to hire people to perform generally routine tasks full-time - library technical services, guidance record-keeping, office routines - or to support individual professional development (e.g., visits to other schools, conferences). Actually, a small school seems to be penalized when a general formula or rule of thumb is applied to all schools in which the number of teachers, support staff, etc. are determined by the number of students. For example, each school must have office staff, library staff, guidance staff, and subject area staff. It is not always possible to buy fractions of people's time and there is a basic amount of work to be done even with a minimum number of students. What is the difference in the time required for office staff to set up and maintain routines for 250 students and 500 students, or in the time required to maintain library resources for 250 people to use five times a day and for 625 students to use twice a day?

At the end of the first year, "costs" did not appear to outweigh "benefits." Two staff members left for employment with other Boards, a not unusual picture. While all staff had criticisms of the program, they all had positive solutions. One of the final professional activity days was devoted to generating data for a "handbook" which would contain a statement of the existing philosophy, objectives, and practices of Bayridge. A second day was spent examining the paraprofessional role. The budget was reviewed and a rationale developed to request additional funding from the Board. Consideration was given to including parents and students on committees. One committee, as we have stated, made specific recommendations for student membership. It seemed to us that for the most part, these activities came about through the efforts of key individuals on staff. Without these or similar individuals, we wonder if the activities would have occurred. On the other hand, staff had agreed on most issues. The year ended with a feeling of optimism not merely relief.

Sarason (1972) has examined the predictable problems that new settings face, and how new settings fail to develop their innovative promises. Since many of Sarason's points concern the types of problems just discussed, we will report his main observations briefly.

In our reading of his work, we take the following points as representing major problems that must be addressed (but usually are not) in the creation of new settings.

1) Realistic Timetable - In virtually every situation Sarason examined, he found the leader or other authorities had an unrealistically short timetable within which they expected significant change to occur (1972, p. 61 - ff). Because they underestimated the complexity of social change, and because the timetable was unrealistic, people inevitably became frustrated with the lack of progress.

2) Absence of Vehicles for Criticism - Sarason (1972, pp. 74-76, 128-129) states that there is a failure to anticipate that problems will inevitably occur and a failure to formulate ground rules and vehicles for discussion to address problems and conflicts. If this is not done, problems must be handled at the worst times, namely when conflict and frustration are at their highest. Part of the reason for these failures, he suggests, is that people begin with an aura of optimism, cannot see the need for

such vehicles, and quickly become preoccupied with daily routines and tasks, leaving little time for reflection and anticipation.

3) Leader's Sense of Privacy - Sarason (1972, pp. 218-223) points out that assumptions about leadership in our society ensure that "the leader will remain a private individual, particularly in regard to thoughts and feelings reflecting anxiety or self-doubt" (p. 218). He points to several consequences of this, including loneliness on the part of the leader and problems of communication between the leader and his staff due to the fact that the relationship is not equally open on both sides (more specifically, if the leader is not open with the staff, staff will not be open with the leader).

4) Staff Development Compared to Services for Students - In various places, Sarason (pp. 214, 227, 238-239) argues that the conditions for staff development must exist if the staff are expected (expecting) to extend these conditions to clients. The leader/principal (and the staff in general) must foster conditions where goals, anxieties, and frustrations can be expressed. If this is by-passed or minimized it will interfere with the commitment and ability of staff to extend the same opportunities to students.

Sarason is not suggesting total openness, pre-occupation with conflict, giving primacy to staff feelings, and so on. He is saying that the members of new organizations with which he is familiar have failed to accept that problems are natural events and should be addressed as such through appropriate mechanisms which sustain relatively non-threatening conditions. In other words, he is pointing out that problems are inevitable and regular events in that anxiety, frustration, and disagreement over goals and the means to them are natural. From this, it seems, as the new school develops it must have as a regular feature time for individual reflection and small and total group discussion. With the principal acting as initial role model, sharing his concerns, anxieties, and frustrations as problems to be worked out and with staff doing the same with students, it seems that much of the destructive tension could be prevented - energies would be devoted to solving problems, not to avoiding or hiding them.

The researchers had stated that they would provide feed-back to the school. After each of the surveys, summaries and data codebooks were presented to the appropriate committee. After student questionnaires were administered, each participating teacher was given the response frequencies for her or his class. Several teachers whose classes were not included in the survey requested that these data be collected from their students as well. As a whole, the staff appeared to treat the data as indictments or laurels rather than as "natural" perceptions. Individual staff members requested the data for their own particular class and in many cases, sought private discussion with us about the specific situation. Other than at the individual level, however, there seemed to be minimal use made of the data with little exchange about the issues raised from the data among the staff as a whole, particularly during the first term. In the shared building, there was little time or opportunity. By the time of the move, patterns of interaction seemed to have been set. An orientation toward collective problem-solving had not yet developed and the demands created by starting to work in a new setting, with its open space, using a different timetable, and coping with missing equipment seemed to absorb virtually all energy.

Most of the analyses in this chapter have focussed on the principal and the staff. This was only for the purpose of illustrating the types of factors involved in attempting to bring about significant organizational and role changes. We would now like to state that all of these factors apply to role changes involving students and parents. In fact, the problems are immediately compounded by the larger numbers, greater heterogeneity, and absence of collaborative relationships (between parents and the school, and between students and teachers) in the past.

In reviewing the above factors, we do not mean to imply that Bayridge was not successful. Indeed, on a great number of points it was very successful. We are not suggesting that the school should have determined, during the first year, clear solutions to any of the issues. Rather, our purpose has been to identify factors that tend to be neglected when schools attempt to change, and to show how the relationship between implementation and the visions of planning is limited. The crucial issue, it seems, is the extent to which the school can provide explicit mechanisms for continually addressing problematic factors, not whether they can be entirely eliminated. The development and continual use of built-in means not only to address events as they arise but to anticipate them, seems to be all the more important to a school like Bayridge, where there is a more long-term developmental approach to change being attempted.

APPENDIXES

Appendix A

CHRONOLOGICAL DESCRIPTION OF MAIN EVENTS IN PLANNING AND FIRST YEAR OF OPERATION OF BAYRIDGE SECONDARY SCHOOL 1970 - JUNE 1975

February, 1970

Having become aware of the growing need for secondary education in Area 5 of their jurisdiction, the Frontenac County Board of Education approves, in principle, planning for a new secondary school.

June, 1970

Mr. Bruce Mather, the Area Superintendent for this district, suggests the establishment of a core committee to work on the planning of the new school. This core committee is to be augmented by persons with special skills in subject areas. The Board approves this motion. At the same time it approves the beginning of investigating the purchase of a site for "Western Secondary School" (temporary name for the new school).

August, 1970

Invitations are sent out from Mr. Mather's office to certain Board members, and to all secondary school teachers, department heads, principals, and vice-principals to join this Planning Committee.

September, 1970

Initial meeting of the "core" Planning Committee. Membership: two secondary school principals; one secondary school vice-principal; technical coordinator; two assistant superintendents. This committee continues to meet throughout this month as well as in October and November to discuss matters of school design as well as organization and philosophy for the new school. They visit innovative schools elsewhere in Ontario. Approximately fifty teachers from the county volunteer to work on the larger Planning Committee, but they do not meet at this time.

December, 1970

The work of this core Planning Committee results in the report "Recommendations to the Board of Education and Architect to Assist in the Designing of the Western Secondary School". This report makes three major recommendations:

1) flexible space for maximum program flexibility.
2) new building to be the 7-13 component of a K-13 complex.
3) the entire complex to be developed as a total community educational complex.

This report also includes a preliminary description of physical facilities for the school.

February, 1971

School Board continues to explore possibilities for purchase of a site. Formation and first meeting of the large Planning Committee, (Academic Planning Committee), which includes subject specialists in addition to the original 'core' of six. Thirty-eight teachers and department heads attend. There is a discussion regarding extension of membership to include students, community, Region 9 Office of the Provincial Ministry of Education, etc.

March, 1971

Several meetings of this large Academic Planning Committee take place. There is a division of the large committee into subject groups. Programs for meetings include discussions relating to educational innovation. There are a number of presentations such as the one by the Principal of Lord Elgin Secondary School, Burlington (Halton County Board of Education).

April, 1971

The architect is appointed.

June, 1971

In a memo to the Academic Planning Committee, Area Superintendent Bruce Mather explains that two major problems have been hindering the planning process for Western Secondary. Capital funds for the school have been used elsewhere, and the enrolment projections are questioned by the Region 9 Office of the Provincial Ministry of Education.

July, 1971

The architect presents to the School Board four possible sites for the school, and it is decided to negotiate for the purchase of the eighteen acres adjacent to Bayridge Public School.

October, November, 1971

The Board debates enrolment projections and is hesitant to proceed.

December, 1971

A new proposal for the building is submitted. Changes include reductions in general classroom area so that the basic core of the building is kept open to future additions. The recommendations of the original proposal (December, 1970) in terms of flexible space, 7-13 complex, and the community recreational educational complex are retained in the new report.

January, 1972

Initial project approval is received from the Ministry of Education.

February to April, 1972

The Board continues to deliberate whether or not to proceed. Finally, it is decided to begin sketch plans.

May, 1972

The Academic Planning Committee is reconstituted after a year's inactivity. Subcommittees are set up in five areas: Arts, Communications, Pure and Applied Sciences, Social and Environmental Studies, and Business Education. Each subcommittee has a chairman and usually one to five active members.

June to October, 1972

The architect begins his work with the Academic Planning Committee. A period of much activity, planning, and discussion. The architect works closely with the subcommittees, who provide detailed information on curricular areas. Sketch plans are progressively refined. Members of the Committee visit a number of innovative Ontario schools.

November, 1972

Sketch plans are presented to the Board of Education and approved. Correspondence with Kingston Township Planning Board raises the possibility of cooperative planning and financing of the recreational facilities at the school. The Board of Education approves the involvement of Educational Resource Allocation System (ERAS) in the planning.

December, 1972

Sketch plans are approved by the Ministry of Education. Mather sends a letter to several community members, Board of Education members, representatives of the Region 9 Office and of the Queen's Faculty of Education, as well as to all members of the Academic Planning Committee, asking them to participate on a new committee, the Program Planning Committee. This committee is to concern itself with planning and evolution of the new school, and is to work in conjunction with the ERAS project.

January, 1973

Membership of the Program Planning Committee is finalized. Five students are included along with two community members, in addition to representatives of the educational agencies mentioned above. The goals of the committee are stated as working with ERAS on the planning of programs, including objectives and organizational practices. The subcommittee of the Academic Planning Committee are reconvened for detailed planning of the various school areas. They are provided with 1/8th scale drawings, and the guiding principle "maximum flexibility."

February, 1973

First meeting of the new Program Planning Committee. J. Lockerbie of the Ministry of Education, Region 9 Office speaks on HS 1.* The Board names four trustees, the "Ad Hoc Committee on Recreational Facilities" to explore the possibilities of cooperative development of community school facilities with the Kingston Township Planning Council. The Township appoints the Deputy Reeve and a Councillor to meet with the above. Mather prepares a description of the position of principal for the new school.

March, 1973

The Academic Planning Committee turn their final recommendations over to the architect. The Board of Education approves the establishment of the position of Principal for Semptember 1, 1973. The position is advertised first locally, then provincially. The second meeting of the Program Planning Committee takes place and Wayne Burns, Principal of Lord Elgin Secondary School, Halton County, is the guest speaker.

April, 1973

The Ad Hoc Committee on Recreational Facilities meet with representatives of the Township Council. The idea of cooperative planning is explored and the possibilities for an indoor swimming pool raised. Period of intensive planning with the architect for the preliminary layouts of the various departments. Of the thirty-two applicants for the position of Principal, five are selected for interviews. Robert Joyce is selected as the new principal. He is the Principal of a composite secondary school in another part of the province. Third meeting of the Program Planning Committee on the topic of technical education.

June, 1973

Meetings with the Academic Planning Subcommittees to review the various departments' requirements and to suggest revisions. Equipment list is reviewed and finalized. Fourth meeting of the Program Planning Committee.

---

*Recommendations and Information for Secondary School Organization leading to Certificates and Diplomas.

The new Principal is introduced. Bruce Mather leaves his position with the Frontenac County Board for a new position elsewhere. The new principal becomes increasingly involved in planning, mainly through correspondence, although he is not yet employed by the Frontenac County Board.

July and August, 1973

The Frontenac County Board of Education is reorganized and the new Area Superintendent for the attendance area of the new school is now John Murphy. The Board of Education chooses the name "Bayridge Secondary School" for the new school.

September, 1973

Bob Joyce formally occupies his position as Principal of Bayridge Secondary School. Final approval for the building is received from the Ministry of Education.

October, 1973

At a meeting of the Academic Planning Committee, the Principal displays finalized drawings, and minor revisions are made.

November, 1973

Start of our research project. Part of the research team attends the International Management Training for Educational Change (IMTEC) course in Norway along with Bob Joyce and Bob Rist of the Ontario Ministry of Education. During a week long session, they have extensive discussions on many educational topics relevant to the planning of the new school.

December, 1973

Meeting of the Program Planning Committee for the first time since June, and the first one chaired by Bob Joyce. He reports about his experiences with innovative schools in Europe, and outlines various aspects of the school's probable organization. Two features are its half-credit semester system and flat structure (no department heads or vice-principals; school administered by committee). Construction of the school begins. Projected data of completion - January, 1975.

January, 1974

The Principal prepares enrolment projections and plans the curriculum. He presents a progress report to the Board, which approves a number of related matters. These include final specification of the Bayridge attendance area and the composition of the student body (approximately three hundred students, in grades nine and ten, excluding levels two and three).* The Board also decides on the temporary location of the school, pending completion of the construction (students are to be bussed from Frontenac Secondary School to Kingston Collegiate). Joyce gives a presentation to the Board's Staffing Structures Scommittee, regarding the flat organizational structure which he plans for Bayridge.

February, 1974

The principal visits all of the feeder schools in the Bayridge area, distributing the curriculum booklet and option sheets. The latter are to be returned by March, signifying the students' intentions to enroll in Bayridge Secondary. He also attends staff meetings at the County secondary schools, describing the plans for Bayridge.

March, 1974

The principal holds meetings, at each feeder school, for the new students and their parents. At these meetings he describes plans for the school and answers questions. The Bayridge Public School Community School Association holds a public meeting regarding the matter of obtaining a pool for the new school. Representatives of the Township Council as well as of the Board of Education are in attendance. Bob Joyce gives a presentation about the school. Community members form a committee to pursue this matter. Later the Board forms a committee of five Trustees for the same purpose. Two teaching positions (Music, Librarian) are now advertised locally. Two hundred and twenty-eight students return option sheets by the end of the month.

---

*Usually levels having a vocational emphasis (i.e., requiring commercial and technical equipment). These levels are accomodated at neighbouring schools.

April, 1974

The remaining teaching positions are now advertised within the County and the majority of these are filled. A few other positions are then advertised in the Globe and Mail. The Committee of Trustees meets with representatives of the Township Council, but no decisions are made regarding the matter of funding for the pool.

May, 1974

The principal submits an outline of the proposed staffing structure to the Board. This is approved and the hiring of an administrative assistant is authorized for July 1, 1974. The hiring of para-professionals is postponed pending further details regarding job descriptions. All teaching positions (eighteen) are now filled. The first staff meeting takes place and a number of teacher committees are established. They are to form policies regarding curriculum, discipline, budget, etc.

June, 1974

After a number of meetings between representatives of the Board and of the Township Council, the possibilities for cooperative funding for the pool appear to be lessened. The Board's committee of trustees plans to continue its exploration of possibilities and is to make recommendations by October 1, 1975. A second meeting is held. Four faculty committees are now activated. Each has five members and each teacher is on at least one committee. The four areas in which these committees are to work are: Budget, Community Relations, Curriculum, and Student Moreal and Discipline.

The new school will not be completed until at least mid-fall. Plans are made to share facilities with an older established secondary school. The two programs will be concurrent. Bayridge pupils will be bussed from the new school site.

August, 1974

Staff and faculty committees meet to plan for coming term. Most of the teachers' energies are spent in preparing for individual classes. By now it is apparent that the school's curriculum for this first term will be conventional.

September, 1974

School opens in the shared building. There are 264 students. The student body meets in the auditorium to meet the staff and be familiarized with school practices and policies through an address by the principal. A primary emphasis is on "fitting in" with the other school.

The committees meet and decide to have weekly meetings.

At the end of the month the Community Relations Committee organizes a profile night for parents.

October, 1974

The staff is concerned about a lack of "esprit de corps" among the student body. The Student Discipline Morale Committee organizes "Spirit Day" at the local conservation park - learning area. This is considered to be the school's first day of independence.

This committee and the researchers develop a questionnaire to be administered to the students the latter pare of November.

November, 1974

Interim student reports are sent to parents. Parents are invited to attend a parent night at the school.

A survey questionnaire for parents is developed with assistance from the Community Relations Committee.

December, 1974

The student questionnaire is administered and a parent questionnaire is mailed to a sample of 50% of the parents. Staff and students are in a period of low morale. Sharing facilities has been a source of conflict and tension. New equipment for Bayridge has been slow in arriving. Because of price increases budget allocations are inadequate. Paraprofessional assistance and library, guidance, and general support plus one additional part-time teacher positions are approved by the Board and filled.

A teacher questionnaire is administered. Principal and key board administrative personnel are interviewed.

January, 1975

The new school is completed sufficiently to permit partial use. The January term begins at the new school. Science labs and shop areas are not complete. Students' timetables are modified to permit a double lunch period (the objective is to create additional time for extra-curricular activities, mainly of an athletic nature).

February, 1975

Beginning of the second semester. One unscheduled period for each student is being added to the timetable. This is to be used for studying and general personal development. A second student questionnaire is developed with assistance from the Student Discipline and Morale Committee. A second parent questionnaire is developed with the Community Relations Committee.

March, 1975

The cafeteria and theatre arts rooms are opened.

April, 1975

The second story is opened providing some lab facilities and a commerce area. A parents' night is held. The questionnaire is administered to students.

May, 1975

The musical Oliver is produced by the students and directed by staff. The parents' questionnaire is mailed out. Individual teacher results re the student questionnaire are returned.

June, 1975

The first school year ends. Staff meets with board administration to discuss budget issues.

The staff is interviewed.

The final week is spent in staff meetings and intensive committee work.

Appendix B

STUDENT QUESTIONNAIRE: JUNE, 1974

This is a survey of students who will be going to Bayridge Secondary School next year. It is about your opinions regarding different aspects of going to high school.

The survey is part of a larger study involving everyone at the school. Your parents received a similar questionniare a few weeks ago. The results of the study will help us understand more about the way people relate to schools.

There are no right or wrong answers. People have different views about these questions. We would like to know your own feelings.

Please do not write your name on the questionnaire. It is anonymous, so that no one will know your own individual answers.

The questions should be answered by drawing a CIRCLE around the number beside the statement which shows how you feel about the question.

Example: How often do you go on field trips at school?

never..................................	1
sometimes..............................	2
often..................................	3

If you feel that you often go on field trips as compared to sometimes or never, you would circle the number 3 as in the example.

Thank you very much.

Julia Clifford
Glenn Eastabrook
Michael Fullan
Nancy Hood

Department of Sociology,
The Ontario Institute
for Studies in Education.

SECTION 1: EDUCATIONAL GOALS

1. What are your plans for your future at this time? (Choose one of the statements listed below).

go to work before graduating from high school..........	1
go to work right after graduating from high school......	2
attend a community college, technical institute or business college..................................	3
attend university..	4
complete university and continue with graduate school or professional training...............................	5
don't know...	6
other (specify ____________________________)............	7

High school can teach many different things. How important is it to you to develop the following skills from your high school education? (Choose one of the three options for each item listed below: 2-11).

	learning this is very important to me	good to have but not very important	this does not matter to me
2. doing well in English, math and science......	1	2	3
3. creativity in art, music or drama........	1	2	3
4. knowledge about jobs and work..............	1	2	3
5. preparation for college/ university work.......	1	2	3
6. ability to think clearly and to solve problems.	1	2	3
7. ability to decide between right and wrong.	1	2	3
8. ability to get along in the outside world.....	1	2	3
9. understanding other people................	1	2	3
10. self-confidence and leadership ability..........	1	2	3
11. ability to get along with member of the opposite sex..................	1	2	3

SECTION II: TEACHER AND GUIDANCE ROLE

How important is it to you that your teachers act in the following manner? (Choose one of the four options for each item below: 12-24).

		this is very important to me	good to have but not very important	this does not matter to me	I would not like this
12.	teachers should be concerned about me an an individual.........	1	2	3	4
13.	a teacher should be a real expert in this subject..............	1	2	3	4
14.	teachers should be friendly and encouraging to students...........	1	2	3	4
15.	they should make the classes entertaining..	1	2	3	4
16.	teachers should push students to the limits of their abilities....	1	2	3	4
17.	they should encourage students to be original and creative..........	1	2	3	4
18.	they should make studies relevant to the real world................	1	2	3	4
19.	teachers should try to understand the students' point of view on school matters..............	1	2	3	4
20.	they should involve students in deciding how classes will be taught................	1	2	3	4
21.	teachers should keep trying out new ways of doing things in class.	1	2	3	4
22.	they should be very clear and specific about what is required of the students.............	1	2	3	4
23.	they should treat all students fairly.......	1	2	3	4
24.	teachers should be ready to help students with personal problems, if necessary............	1	2	3	4

Most high schools today have guidance counsellors. What sort of things would you expect these counsellors to do? (Choose one of the four options for each item below: 25-34).

		I would like counsellors to do this for me	This should be available even if I do not need or choose to use it	Counsellors should not do this	Don't know
25.	help students plan for careers.........	1	2	3	4
26.	provide information on colleges and universities........	1	2	3	4
27.	assist students who are having problems with school work....	1	2	3	4
28.	talk to students about personal problems............	1	2	3	4
29.	assist with job placement for those seeking employment..	1	2	3	4
30.	help students select their high school courses............	1	2	3	4
31.	arrange for extra help in reading and writing courses for those who need this.	1	2	3	4
32.	be willing to meet with teachers to discuss the student's progress...........	1	2	3	4
33.	be willing to communicate with parents about the student's needs..	1	2	3	4
34.	talk with parents about their ideas concerning students needs..............	1	2	3	4

SECTION III: STUDENT ROLE

Do you think students, in general, should have some say in making the following decisions about what goes on in school? (Choose one option for each item below: 35-39).

	always	sometimes	never	don't know
35. setting the goals and objectives of the school..	1	2	3	4
36. setting the school's rules and regulations (e.g. dress code).........	1	2	3	4
37. deciding what subjects should be offered in the school program...........	1	2	3	4
38. developing the program of extra-curricular activities (e.g. school clubs)...................	1	2	3	4
39. deciding what happens in a particular class (e.g. topics studied, books, etc.)....................	1	2	3	4

Would you personally be interested in having some voice in making these decisions? For example, would you be willing to work on a committee to discuss these things? (Choose one of the four options for each item below: 40-44).

	always	sometimes	never	don't know
40. setting the goals and objectives of the school..	1	2	3	4
41. setting school rules and regulations (e.g. dress code)....................	1	2	3	4
42. deciding what subjects should be offered in the school program...........	1	2	3	4
43. developing the program of extra-curricular activities (e.g. school clubs).......	1	2	3	4
44. deciding what happens in a particular class (e.g. topics studied, books, etc.)....................	1	2	3	4

45. How do you feel you learn most effectively? (Choose only one).

with the teacher lecturing	1
discussion between teacher and student	2
through your own independent study	3
in class discussions	4
in small group discussions	5
working with others on a project	6

SECTION IV: ROLE OF PARENTS AND OTHER ADULTS

Do you think that parents should have some say in making the following decisions about what goes on in school? (Choose one of the three options for each item below: 46-50).

	Yes	No	Don't know
46. setting the goals and objectives of the school	1	2	3
47. setting the school's rules and regulations (e.g. dress code)	1	2	3
48. deciding what subjects should be offered in the school program.	1	2	3
49. developing the program of extra-curricular activities (e.g. school clubs)	1	2	3
50. deciding what happens in a particular class (e.g. topics studied, books, etc.)	1	2	3

51. How would you feel about your mother or father being a member of a committee in the school, making decisions about some of the above? (Choose one).

I would not like it	1
I would like it	2
Don't know	3
It would be all right sometimes (explain)	4

52. How would you feel about adults (other than your parents) working in the classroom helping the teacher? (Choose one).

I would not like it..........................	1
I would like it..............................	2
Don't know...................................	3
It would be all right sometimes (explain)......	4

53. How would you feel about your mother or father working in the classroom helping the teacher? (Choose one).

I would not like it..........................	1
I would like it..............................	2
Don't know...................................	3
It would be all right sometimes (explain)......	4

54. How would you feel about adults (other than your parents or teachers) helping in the school library or office? (Choose one).

I would not like it..........................	1
I would like it..............................	2
Don't know...................................	3
It would be all right sometimes (explain)......	4

55. How would you feel about your mother or father helping in the school library or office? (Choose one).

I would not like it..........................	1
I would like it..............................	2
Don't know...................................	3
It would be all right sometimes (explain)......	4

SECTION V: ABOUT HIGH SCHOOL

56. When did you hear for the first time that there would be a new school in your area?

57. How did you find out? (please write in)

58. At this time do you have any questions about high school?

no........................	1
yes........................	2

If you do please list them below:

59. Have you and your parents talked about high school?

yes, a great deal....................	1
yes, a little........................	2
very little or not at all............	3

SECTION VI: BACKGROUND

60. How old are you?

12 years or younger..................	1
13 years.............................	2
14 years.............................	3
15 years.............................	4
16 years or older....................	5

61. Are you male or female?

male.................................	1
female...............................	2

62. How many years have you been at your present school (including this year)?

this is my first year................	1
second year..........................	2
third year...........................	3
fourth year or more..................	4

If you have any comments or questions regarding this questionnaire or any of the topics covered in it, please write them below.

Thank you very much for your ideas and for helping us with our study.

STUDENT QUESTIONNAIRE: NOVEMBER 1974

Instructions:

1. Most of the questions on the following pages can be answered by drawing a CIRCLE around the number beside the answer which most closely shows how you feel about the question. If you have any questions about how to fill it out, please ask us. Some questions ask for your ideas. For these just write down your own ideas and thoughts.

2. Please do not write your name on the questionnaire. Your answers will be anonymous, so that no one will know your own individual answers.

3. There are no right or wrong answers. The questions ask for your opinions or attitudes. People have different views, and we would like to know your own feelings about the questions. Please answer as thoughtfully and frankly as you can.

Thank you very much.

Julia Clifford
Glenn Eastabrook
Michael Fullan
Donna Lounsbury

The Ontario Institute for Studies in Education
and
Queen's Faculty of Education

SECTION I: GENERAL QUESTIONS

(Please answer each question by circling the number which comes closest to your answer, unless otherwise indicated.)

1. What are your future plans in school at this time? (Choose one).

Go to work before I finish high school	1
Finish high school and then go to work	2
Finish high school and then go to a community college	3
Finish high school and then go to university	4
Complete university and continue with graduate or professional training	5
Don't know	6

2. Tell us which of the following educational goals is most important to you.

Knowledge of academic subjects	1
My own individual development and self-direction	2
Social skills through interaction with other students	3

3. Which of these goals do you think your teacher would say is most important?

Knowledge of academic subjects	1
My own individual development and self-direction	2
Social skills through interaction with other students	3

(Circle one number for each question.)

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
4. I look forward to this class period.	1	2	3	4	5
5. This subject is very valuable and important to me.	1	2	3	4	5
6. Most of the classes in this subject are boring.	1	2	3	4	5

Section I: General Questions (cont'd)

		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
7.	I am taking this course simply to get a credit and not because of the teacher or subject matter.	1	2	3	4	5
8.	Students feel responsibility for making the class worthwhile and interesting.	1	2	3	4	5
9.	Students really don't care very much about what goes on in this class.	1	2	3	4	5

SECTION 2: ABOUT THE TEACHER IN THIS CLASS

(Please circle one number for each question).

		Almost Always	Often	Sometimes	Almost Never	No Opinion
10.	The teacher in this class knows and understands the students' points of view on classroom matters.	1	2	3	4	5
11.	When you have a problem with work in this class do you feel free to talk to the teacher about it?	1	2	3	4	5
12.	The teacher listens to and respects students' viewpoints on topics under discussion.	1	2	3	4	5
13.	The teacher in this class treats all students fairly.	1	2	3	4	5
14.	There is a need for the teacher to be more strict.	1	2	3	4	5
15.	If something was bothering you about the class would you feel comfortable in talking to the teacher about it?	1	2	3	4	5

Section 2: About the Teacher in this class (cont'd)

	Almost Always	Often	Sometimes	Almost Never	No Opinion
16. If something is bothering students in this class, would you feel comfortable in having a class discussion about it?	1	2	3	4	5
17. In this class students are encouraged to help decide how the class will be taught?	1	2	3	4	5
18. In this class the teacher treats questions from students as if students were criticizing the teacher personally.	1	2	3	4	5
19. In this class the teacher 'talks down' to students.	1	2	3	4	5
20. In this class the students are encouraged to think for themselves.	1	2	3	4	5

21. Does the teacher in this class ask for and use students' ideas about: (Circle one number for (a) and one number for (b).

a) Academic matters, such as course content, topics to be studied, textbooks, etc.?

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

b) Non-academic matters, such as rules of conduct, discipline, school events, etc.?

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

Section 2: About the Teacher in this Class (cont'd)

22. Should the teacher in this class ask for and use students' ideas about:

(Circle one number for (a) and one number for (b).)

a) Academic matters, such as course content, topics to be studied, textbooks, etc.?

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

b) Non-academic matters, such as rules of conduct, discipline, school events, etc.?

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

23. If a student thinks out a report carefully, the teacher in this class will give him or her a good grade, even if the teacher might not agree with the students.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

24. If you went to the teacher privately to suggest something dealing with the way this class is run, do you feel the teacher in this class would listen and think seriously about what you said?

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

25. There are many classrooms concerns that students talk about outside of class, but which never get raised in class.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

Section 2: About the Teacher in this Class (cont'd)

26. The teacher should talk to students openly about how he feels the class is going.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

27. How much confidence and trust do you have in the teacher of this class?

Very little	1
Some	2
Quite a bit	3
A great deal	4

28. Ideally, how would you like the teacher in this class to treat you or relate to you in the classroom? (Please write down in your own words.)

29. Ideally, how would you like the teacher in this class to treat you or relate to you outside the classroom? (Please write down in your own words.)

SECTION 3: SOME QUESTIONS ABOUT STUDENTS

30. Most other students in this class know my point ov view on classroom matters.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

31. How much do you feel that most other students in this class are interested in your success as a student?

Very little	1
Some	2
Quite a bit	3
A great deal	4

Section 3: Some Questions about Students (cont'd)

32. How often in this class can you count on the help of other students when you need it? (e.g. lend you their notes, talk about work you don't understand or have missed, help you explain points in class, etc.)

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

33. I contribute ideas and opinions to topics under discussion in this class.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

34. I feel other students would put me down if I contributed more to the class.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

35. How many students in this class do you know well enough to talk to outside the class?

A great many (over 75%)	1
Quite a few (approx. 50 to 75%)	2
Some (approx. 25 to 50%)	3
Very few (under 25%)	4

36. The same small group of students seem to dominate or control most class discussions.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

SECTION 4: SOME QUESTIONS ABOUT LEARNING STYLE AND PARTICIPATION IN THIS CLASS

37. I feel I learn most effectively: (Circle one response only.)

With the teacher telling us the facts	1
Through the teacher asking us questions	2
In class discussion	3
Through my own independent study	4
In small group discussion	5
Working with others on a project	6

38. The teacher in this class places too much emphasis on detailed facts and memorization.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

39. The teacher explains assignments clearly.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

40. I find it difficult keeping up with homework in this class because there's too much of it.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

41. There is very little competition among students for marks in this class.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

42. I feel the present method of evaluation in this class needs to be improved.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opionion	5

43. Examinations and tests are necessary in this subject.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

44. How would you prefer your grade to be determined for this class? Please give any reasons you may have.

45. How do you think other students in this class feel about the statement: "It is good to contribute ideas and opinions to topics under discussion in this class."?

They would strongly agree	1
They would agree	2
They would disagree	3
They would strongly disagree	4

46. How much do most students participate (asking questions, joining in discussions, etc.) in this class?

Very little	1
Some	2
Quite a bit	3
A great deal	4

47. How much do you feel most student should participate (asking questions, joining in discussions, etc.) in this class?

Very little	1
Some	2
Quite a bit	3
A great deal	4

How often do the following occur in this class? (Circle one number for each question.)

	Almost Never	Sometimes	Often	Almost Always
48. The teacher gives us the facts.	1	2	3	4
49. The teacher asks questions from the students.	1	2	3	4
50. The teacher raises issues or problems that require quite a bit of thought to answer.	1	2	3	4
51. Discussions with the class as a whole.	1	2	3	4
52. There are provisions for independent study.	1	2	3	4
53. The class is broken down for small group discussion.	1	2	3	4

54. What reasons would you give for taking this particular subject?

55. How do you feel about the rules in this classroom?

There are too many	1
They are just right	2
There are not enough	3

56a) If a student comes to this class without having done homework or is not prepared to take part in class work or discussion what is done now?

b) What do you think should be done?

SECTION 5: IDEAS ABOUT BAYRIDGE SECONDARY SCHOOL

57. In general, do you feel that the people of Bayridge Secondary School (the students, the teachers, and the principal) work together supporting and encouraging each other?

There is a great deal of support and encouragement.	1
There is some support and encouragement.	2
There is not much support and encouragement.	3
There is very little support and encouragement; no one seems to know or care what any one else does.	4
I don't know.	5

58. How do you feel about sharing this high school with K.C.V.I.?

I really like it	1
It's okay	2
It doesn't matter one way or the other	3
I don't like it at all	4

59. How do you feel about moving into your new school?

I am really looking forward to it	1
Okay	2
I don't really care if I move or not	3
I would prefer staying here	4

60. I thought Spirit Day at Gould Lake was worthwhile.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

61a) Do students have a say or an influence on decisions about what happens at Bayridge Secondary School?

Not at all	1
Some	2
Quite a bit	3
A great deal	4

b) Do you think that students should have a say or an influence on decisions about what happens at Bayridge Secondary School?

Not at all	1
Some	2
Quite a bit	3
A great deal	4

Section 5: Ideas about Bayridge Secondary School (cont'd)

62. How would you feel about becoming a member of a school committee which would discuss school goals, subjects, rules and regulations and so on?

I would like it	1
I would not like it	2

63. We need more extra curricular activities.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

64. I like the way the student council is working.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

65. There is a good school spirit at Bayridge Secondary School.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

66. How do you feel about the rules and regulations in this school?

There are too many	1
They are just right	2
There are not enough	3

67. What do you think should happen when a student misbehaves?

68. If you had the opportunity to change the school in any way, what would you do? (Please write it down in your own words.)

69. What are your main hopes for Bayridge Secondary School when the school moves into the new building? (Please answer in your own words.)

SECTION 6: SOME QUESTIONS ABOUT THE PRINCIPAL

	Almost Always	Often	Sometimes	Almost Never	No Opinion
70. Do you think that the principal knows and understands the students' points of view on school matters?	1	2	3	4	5
71. Do you feel free to talk to your principal about school matters?	1	2	3	4	5
72. Does the principal in this school seem willing to make changes in the school program (the way the school is run, the courses and subjects students study)?	1	2	3	4	5
73. Does the principal listen to and use students' ideas about the way the school is run?	1	2	3	4	5

74. If you had the opportunity to change the way students and the administration relate to each other in this school, what would you do?

SECTION 7: GENERAL QUESTIONS

75. Are you male or femal?

Male	1
Female	2

76. How do your parents feel about the current term at Bayridge Secondary School?

Very Satisfied	1
Somewhat Satisfied	2
Dissatisfied	3
Very Dissatisfied	4
No Opinion	5

77. Do you talk with your parents about what goes on at this school?

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

Section 7: General Questions (cont'd)

78. Please use the space below to write any comments you think are important about this class that have not been covered in the questionnaire?

79. What do you think of this questionnaire and project?

STUDENT QUESTIONNAIRE: APRIL 1975

SECTION 1: ABOUT THIS CLASS

(Please answer each question by circling the number which comes closest to your answer, unless otherwise indicated.)

1. How free would you feel to ask the teacher of this class for extra help if you thought you needed it?

Very free	1
Somewhat free	2
Slightly free	3
Not at all free	4
No Opinion	5

2. How many times this semester have you personally talked with this teacher about something to do with this class or subject?

Many times	1
A few times	2
Once or twice	3
Never	4

3. How free do you feel to talk to the teacher of this class about things other than classroom matters?

Very free	1
Somewhat free	2
Slightly free	3
Not at all free	4
No Opinion	5

4. How many times this semester have you talked with this teacher about something other than a classroom matter?

Many times	1
A few times	2
Once or twice	3
Never	4

5. There are many classroom concerns that students talk about outside of class, but which never get raised in class.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

Section 1: About this Class (cont'd)

6. The teacher in this class talks openly to students about how he/she feels the class is going.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

7. The teacher in this class puts us down if we find something difficult to understand.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

8. Most of the time, the teacher in this class is friendly and encouraging.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

9. How much confidence and trust do you have in the teacher of this class?

Very little	1
Some	2
Quite a bit	3
A great deal	4

10. I feel that the teacher in this class encourages us to work at our potential.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

11. The teacher in this class has a good knowledge of his/her subject.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

Section 1: About this Class (cont'd)

12. Most of the classes in this subject are boring.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

13. This teacher has no favourites or "pets" in this class.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

14. The teacher in this class picks on a few people all the time.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

15. I'm not always sure exactly what the teacher of this class expects from me.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

16. The students of this class should help decide what topics will be studied in this class.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

17. The students of this class do help decide what topics will be studied in this class.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

18. Are there any additional topics of study that you would like to see covered in this class?

Yes	1
No	2
No Opinion	3

If yes, what are these topics?

19. The teacher of this class has no set pattern of teaching, but tries new and different ways of doing things.

Almost Never	1
Sometimes	2
Often	3
Almost Always	4
No Opinion	5

20. The teacher in this class treats students like mature people.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

21. The teacher in this class tries to get us to think and work creatively.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

22. Students really don't care very much about what goes on in this class.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

23. How many students in this class do you know well enough to talk to outside of class?

A great many (over 75%)	1
Quite a few (approx. 50% to 75%)	2
Some (approx. 25% to 50%)	3
Very few (under 25%)	4

Section 1: About this Class (cont'd)

24. The same small group of students seem to dominate or control most class discussions.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

25. How much do you participate (asking question, joining in discussions, etc.) in this class?

Very little	1
Some	2
Quite a bit	3
A great deal	4

How often do the following occur in this class? (Circle one number for each question.)

	Rarely	Sometimes	Often	Most of the time
26. Discussions with the class as a whole.	1	2	3	4
27. There are opportunities for independent study.	1	2	3	4
28. The class is broken down for small group discussions.	1	2	3	4

Who should have the main responsibility in dealing with each of the following problems? (Circle one number for each question.)

29. Student arrives late for class

Classroom teacher	1
Guidance Counsellor	2
Principal	3
Parents	4
No-one should deal with it	5
Other (Please specify.)	6

Section 1: About this Class (cont'd)

Who should have the main responsibility in dealing with each of the following problems? (Circle one number for each question.)

30. Student skips class

Classroom teacher	1
Guidance Counsellor	2
Principal	3
Parents	4
No-one should deal with it.	5
Other (Please specify.)	6

31. Student falls behind in his/her classwork

Classroom teacher	1
Guidance Counsellor	2
Principal	3
Parents	4
No-one should deal with it.	5
Other (Please specify.)	6

32. Student disturbs the class

Classroom teacher	1
Guidance Counsellor	2
Principal	3
Parents	4
No-one should deal with it.	5
Other (Please specify.)	6

33. Student should have more say in setting the rules and regulations of this classroom.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

Section 1: About this Class (cont'd)

34. It is difficult to work in this class because the teacher can't keep the class under control.

Almost Always	1
Often	2
Sometimes	3
Almost Never	4
No Opinion	5

35. How do you feel about the rules and regulations in this classroom?

There are too many	1
They are just right	2
There are not enough	3

36. Please use the space below to write in any comments you think are important about this class that have not been covered in the questionnaire.

SECTION 2: THE SCHOOL

37. Would you prefer to attend a high school other than Bayridge Secondary School?

No, I would rather stay here.	1
Yes, I would prefer changing schools.	2
It doesn't matter one way or the other.	3

38. School spirit has improved a lot since we moved into the new building.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

39. What sorts of school activities (e.g. clubs, drama, sports, etc.) are you involved in this semester? State each activity.

40. What additional activities would you like to see at Bayridge?

41. Whom would you approach if you wanted to introduce a new activity?

Student Council	1
Principal	2
a teacher	3
Other (Please specify.)	4

42. How do your parents feel about the current term at Bayridge?

Very Satisfied	1
Somewhat Satisfied	2
Somewhat Dissatisfied	3
Very Dissatisfied	4
No Opinion	5

43. Do you talk with your parents about what goes on at school?

Almost Every Day	1
Quite Often	2
Once in a While	3
Almost Never	4
No Opinion	5

44. How would you feel about community members (other than your parents) helping out in the classroom?

I would not like it	1
I would like it	2
Don't know	3
It would be all right sometimes (explain)	4

45. How would you feel about your mother or father helping out in the classroom?

I would not like it	1
I would like it	2
Don't know	3
It would be all right sometimes (explain)	4

46. How would you feel about community members (other than your parents) helping out in the office or resource centre?

I would not like it	1
I would like it	2
I don't know	3
It would be all right sometimes (explain)	4

47. How would you feel about your mother or father helping out in the office or resource centre?

I would not like it	1
I would like it	2
I don't know	3
It would be all right sometimes (explain)	4

48. How would you feel about having the school open nights and weekends for use by the community?

I would not like it	1
I would like it	2
I don't know	3

SECTION 3: THE BUILDING

49. How do you feel about open-area classes (as compared to those in "closed" or standard classrooms)?

I prefer them	1
I don't see much difference	2
I don't like them as well	3
I don't have any classes in open areas	4

Comments:

50. In which area of the school do you prefer to spend your free period?

Resource Centre	1
Other instruction area	2
Away from the school	3
Around the front entrance	4
Mall area	5
Other (Please specify.)	6

51. How do you usually spend your free period.

Talking with friends	1
Doing my homework	2
Working on projects	3
Talking with staff	4
Other (Please describe.)	5

52. How often do you use the materials of the resource centre (e.g. books, records, magazines, etc.)?

Almost every day	1
At least once a week	2
Occasionally	3
Never	4

53. Do you feel free to ask for help in finding and/or using material in the resource centre?

Very free	1
Somewhat free	2
Slightly free	3
Not at all free	4
No Opinion	5

54. Can you think of any additional types of materials that you would like to see placed in the resource centre? (Please specify.)

55. Are there any specific items (e.g. a particular record or book) that you would like to see placed in the resource centre? (Please list these items.)

56. What was the biggest change for you when the school moved from K.C.V.I. into the new building?

57. How do you feel about the rules and regulations in the school now?

There are too many	1
They are just right	2
There are not enough	3

58. Who is chiefly responsible for deciding what the rules will be?

Principal	1
Individual teachers	2
Students	3
Staff Committees	4
Don't know	5

59. Do you think that there should be student participation on staff committees which might meet to establish and discuss school policy?

Yes	1
No	2
No Opinion	3

60. Students at Bayridge have enough influence in the setting of school rules and regulations.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

61. How, if at all, have students at Bayridge tried to influence the setting of school rules and regulations? (Please answer in your own words.)

62. What should happen to a student who is caught causing serious damage to the school building?

63. Compared to other schools, how much freedom do you think the students at Bayridge have?

SECTION 5: THE SCHOOL PROGRAM

64. Are you satisfied with the variety of courses offered at this school?

Very Satisfied	1
Somewhat Satisfied	2
Somewhat Dissatisfied	3
Very Dissatisfied	4
No Opinion	5

65. Are there any other courses which you would like to see offered?

Yes	1
No	2
No Opinion	3

If yes, please describe briefly.

66. Who was the main source of help in the choice of your overall program for this year?

My parents	1
Friends	2
Guidance Counsellor	3
Nobody helped me	4
Other (Please specify.)	5

67. Do you feel that you had enough assistance in choosing your courses for next year?

Yes	1
No	2
No Opinion	3

If no, from whom would you have liked to receive additional help?

68. What was the main consideration in choosing this program?

Future employment	1
Further education	2
I chose courses that I thought would be easy.	3
I chose courses that interest me.	4
Other (Please specify.)	5

69. In general, how free do you feel to approach the school counsellor if you have any school-related or personal problem?

Very free	1
Somewhat free	2
Slightly free	3
Not at all free	4
No Opinion	5

70. How much confidence and trust do you have in the guidance counsellor?

Very little	1
Some	2
Quite a bit	3
A great deal	4
No Opinion	5

71. Have you personally met with the school counsellor this school year for any of the following reasons? (Circle one number for each item.)

	Yes	No
- timetable problems	1	2
- educational planning	1	2
- career planning	1	2
- to share in a group discussion	1	2
- personal concerns	1	2
- other (Please specify.)	1	2

72. Is there anything else you would like to see the counsellor doing for students?

Yes	1
No	2
No Opinion	3

If yes, please describe briefly.

73. How many times this semester have you met with the school counsellor?

SECTION 6: THE PRINCIPAL

74. In general, how free do you feel to approach the Principal of Bayridge?

Very free	1
Somewhat free	2
Slightly free	3
Not at all free	4
No Opinion	5

75. How many times this semester have you personally talked with the Principal?

76. Is the Principle fair and understanding in his treatment of students who have been accused of doing something wrong?

Very fair	1
Somewhat fair	2
Slightly fair	3
Not at all fair	4
No Opinion	5

77. Do you think the Principal takes into account the students' point of view when decisions are made about school matters?

Almost Always	1
Often	2
Sometimes	3
Almost Never	4
No Opinion	5

SECTION 7: MISCELLANEOUS

78. If I had my way, I wouldn't bother going to school at all.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
No Opinion	5

79. The thing that I like most about going to school is ..... (Complete the sentence.)

80. The thing that I dislike most about going to school is.....(Complete the sentence.)

81. Are you male or female?

Male	1
Female	2

(Some people believe that males and females have different ideas about certain things. We would like to find out whether or not this is true about the questions we have asked.)

82. What do you think of this questionnaire and project?

THANK YOU FOR YOUR TIME AND CO-OPERATION

Appendix C

PARENT QUESTIONNAIRE: MAY 1974

A. *PARENTS' ACTIVITIES IN PRESENT SCHOOL (OF CHILD WHO WILL BE GOING TO BAYRIDGE SECONDARY)*

The following questions concern your relationship with the school your child is presently attending. If you have more than one child going to Bayridge next year, choose one of them, and answer all questions for just that one child and his or her present school.

1a) Is there a home and school or parent association at your school? Circle the number which represents your response.

1......yes
2......no
3......don't know

b) If yes, are you a member?

1......yes
2......no

c) If yes, circle one number which best describes your involvement.

1......member of a committee; hold an office
2......attend most of the meetings
3......attend some meetings
4......seldom or never attend meetings

2a) In general, when you visit the school to talk with the principal or a teacher, is your visit at your own initiative, or is it at the school's invitation? Circle one.

1......usually it is at my own initiative

2......usually it is at the school's invitation

b) How many times during this present school year have you visited the school in order to talk with a teacher or principle? Circle one number.

1......never

2......once

3......twice

4......three times or more

3a) Have you visited your child's school during the present school year for any other reason (beside talking to the principal or teacher)?

1......yes

2......no

b) If yes, circle the numbers which describe your reason(s) for the visit(s). Please circle all the numbers which apply in your case.

1......helping out in the classroom

2......helping out in the library

3......helping out in some other part of the school

4......attending some of the children's activities (plays, concerts, sports)

5......seeing my child about a private matter

6......open house or parents' night

7......continuing education courses (operated by the Board of Education)

8......taking part in an activity not related to the day time instruction (other than item 7 above)

9......other (describe below)

B. *DECISION MAKING CONCERNING SCHOOL MATTERS*

In this section we would like to ask your opinions regarding the decision making process concerning school matters. We would like to know who you think should be involved in the various aspects of

301-A

this process. People have very different opinions concerning these matters. Please tell us how you feel about them. Your replies should be relevant to the decision-making process you would like to see at Bayridge Secondary School.

4. Who do you think should be involved in the decision-making process at the new school? For each type of decision listed below, please indicate those who you think should act in an advisory capacity (be involved in the discussions or consulted), and those who should make the final decision (have the power or authority). You may or may not think that the same people should be involved in both of these ways. Please indicate what you think about the involvement of each of the groups in both types of decision-making by circling the numbers in the appropriate columns.

a) Who should be involved in the decisions about educational goals and objectives for the new school?

	Should act in an advisory capacity		Should be involved in making the final decision	
	Yes	No	Yes	No
i) Board of Education	1	2	1	2
ii) Principal	1	2	1	2
iii) Teachers	1	2	1	2
iv) Students	1	2	1	2
v) Parents	1	2	1	2
vi) Other (write in below)	1	2	1	2

b) Who should be involved in the decisions about school rules and regulations?

	Should act in an advisory capacity		Should be involved in making the final decision	
	Yes	No	Yes	No
i) Board of Education	1	2	1	2
ii) Principal	1	2	1	2
iii) Teachers	1	2	1	2
iv) Students	1	2	1	2
v) Parents	1	2	1	2
vi) Other (write in below)	1	2	1	2

c) Who should be involved in the decisions about grading and reporting practices?

	Should act in an advisory capacity		Should be involved in making the final decisions	
	Yes	No	Yes	No
i) Board of Education	1	2	1	2
ii) Principal	1	2	1	2
iii) Teachers	1	2	1	2
iv) Students	1	2	1	2
v) Parents	1	2	1	2
vi) Other (write in below)	1	2	1	2

d) Who should make decisions about the curriculum (subjects, courses, and teaching materials)?

	Should act in an advisory capacity		Should be involved in making the final decision	
	Yes	No	Yes	No
i) Board of Education	1	2	1	2
ii) Principal	1	2	1	2
iii) Teachers	1	2	1	2
iv) Students	1	2	1	2
v) Parents	1	2	1	2
vi) Other (write in below)	1	2	1	2

e) Who should make the decisions about the best course of subjects and methods of instruction for your child?

	Should act in an advisory capactiy		Should be involved in making the final decision	
	Yes	No	Yes	No
i) Board of Education	1	2	1	2
ii) Principal	1	2	1	2
iii) Teachers	1	2	1	2
iv) Your child	1	2	1	2
v) Yourself (and/or your spouse)	1	2	1	2
vi) Other (write in below)	1	2	1	2

f) Who should make decisions about extra-curricular activities for students?

	Should act in an advisory capacity		Should be involved in making the final decision	
	Yes	No	Yes	No
i) Board of Education	1	2	1	2
ii) Principal	1	2	1	2
iii) Teachers	1	2	1	2
iv) Students	1	2	1	2
v) Parents	1	2	1	2
vi) Other (write in below)	1	2	1	2

5a) Would you be interested in having some involvement in the making of decisions concerning the following school activities? Indicate your response for each of the activities listed below by circling the number under the appropriate heading.

	Yes	No	Undecided
a) setting educational goals and objectives for the school.............	1	2	3
b) setting school rules and regulations...	1	2	3
c) designing grading and reporting practices.............................	1	2	3
d) the curriculum..............	1	2	3
e) designing the instructional program for your child.......................	1	2	3
f) designing after hours programs and extra curricular activities for students.....	1	2	3
g) other (please describe below)..........	1	2	3

5b) Would you be willing to help at Bayridge?

	Yes	No	Undecided
a) as a teacher aide in the classroom.....	1	2	3
b) as a resource person in the library....	1	2	3
c) in the office........................	1	2	3
d) as a resource person in a special subject area.........................	1	2	3
e) in a continuing or community education program.............................	1	2	3
f) in some other way (please specify).....	1	2	3

6. If you felt there was a specific problem with the school program, or if you wanted some change in it, whom would you contact first about this? Circle one number.

1......principal or vice-principal
2......a teacher or teachers at the school
3......the Director of Education
4......someone on the Board of Education
5......other:................................
6......don't know

C. *PRESENT KNOWLEDGE CONCERNING BAYRIDGE SECONDARY SCHOOL*

7a) When did you first hear that there would be a new secondary school in Bayridge?

....
month year

b) What was your original source of information for this?

8. Please consider all of your information about the new school at this time.

What have been your sources of information? Please indicate all of your sources by circling the number(s) of the items which apply to you.

1......newspaper articles
2......newsletter(s) from your child's school
3......newsletter(s) from the School Board
4......meeting with Principal, R. Joyce, at your child's school
5......attendance at the "Pool" meeting at Bayridge Public School
6......your child or his friends
7......other parents
8......other (please describe)

9. Which has been your main source of information? List one.

10. The information you have gained regarding Bayridge Secondary School has probably given you some general impressions about what the new school will be like. We would like to ask you about your impressions. Basically, we would like to know whether you think that the new school will be typical of other secondary schools in the county today, or whether you think that there will be some differences. Base your responses on the information you now have regarding the school.

A number of school aspects are listed below. For each one please indicate the degree to which you may see these aspects of the new school as being typical of or different from corresponding aspects of the other county high schools. Please circle the appropriate number in each category.

	Typical of other schools	Somewhat different from other schools	Very different from other schools	I have no information
a) course of studies	1	2	3	4
b) staffing structure	1	2	3	4
c) school year organization	1	2	3	4
d) physical plant	1	2	3	4
e) school philosophy	1	2	3	4
f) community involvement	1	2	3	4
g) other (describe below)	1	2	3	4

11a) Are you satisfied with the amount of information about the new school which you have received? Circle one number.

1......very satisfied
2......fairly satisfied
3......fairly dissatisfied
4......very dissatisfied

11b) Is there any additional information about the school which you would like to have?

1......yes
2......no

c) If yes, please specify below:

12. At this point in time, what are your main hopes and expectations from Bayridge Secondary School?

13. Do you have any concerns about the new school? Can you foresee any problems at this time?

Note: We would be happy to discuss with you any of your concerns or to provide any other information regarding the new school. We have been working closely with Mr. Joyce, the Principal, and we should be able to answer any questions which you may have. Mr. Joyce is not a member of our research team, but he has asked that your comments and suggestions be forwarded to him. Of course, your name or other identity will be held in strictest confidence (unless you request otherwise).

If you would like us to contact you, please give your name and telephone number here:-

....	....	....
name	telephone no.	times when you may be reached.

If you would prefer to phone us, please feel free to do so at 547-2785 during business hours.

D. *BACKGROUND DATA*

Finally, we would like to ask you a few questions about yourself. Of course, these do not reflect on you personally, since we do not know your name. They will help us to know the kinds of people who filled out this questionnaire, and so make the responses more meaningful.

14. My sex is:
1......male
2......felmale

15. My age is:
1......under 35
2......35-39
3......40-44
4......45-49
5......50-54
6......55-59
7......60 or over

16. I have lived in this neighbourhood for:-

1......less than one year
2......one to three years
3......three to five years
4......five to seven years
5......more than seven years

17. The type of community in which I grew up was a:-

1......rural district or village (less than 2,500)
2......small town (2,500 to less than 5,000)
3......small city (5,000 to less than 20,000)
4......large city (of 100,000 or more)

18. The ages of my children are:

Boys	Girls
.....	.....
.....	.....
.....	.....
.....	.....

19. How important do you think it is for your children to have post-secondary education in order to be successful?

1......it is the most important factor for success

2......fairly important

3......somewhat important, other factors being at least as important

4......unimportant, many other factors being much more important.

20. Please use the space below to write in any comments you wish to make about this questionnaire. You may like to comment further about some of the questions, or add something about the school which is important to you and we have not asked about. We appreciate your comments.

THANK YOU VERY MUCH AGAIN FOR YOUR TIME AND CO-OPERATION

PARENT QUESTIONNAIRE: APRIL 1975

A. PARENT - SCHOOL COMMUNICATION

(Please CIRCLE one number for each question.)

1. Have you telephoned the school this semester in order to discuss something with any of the following members of the school staff?

	Yes	No
Principal	1	2
Counsellor	1	2
Teacher(s)	1	2

If yes, please describe your reason(s) for calling:

2. Has any member of the school staff contacted you by phone or in person this semester for any reason?

1......yes
2......no

If yes, what was (were) the reason(s)?

What was your reaction to being contacted?

3. Have you visited the school in the new building this semester?

1......yes
2......no

If yes, please describe your reason(s) for the visit(s):

4. Have you ever wanted to contact the school about something but felt that you should not do so?

1......yes
2......no

Please CIRCLE one number for each question.

If yes, please tell us why you felt this way:

5. In general, how free do you feel to approach the Principal in order to discuss school matters?

1......very free
2......somewhat free
3......slightly free
4......not at all free
5......no opinion

Comments:

6. At the present time, how free do you feel to approach your son's or daughter's teachers in order to discuss his/her school work?

1......very free
2......somewhat free
3......slightly free
4......not at all free
5......no opinion

Comments:

7. At the present time, how free do you feel to contact the school counsellor for assistance in academic or personal difficulties or concerns of your son or daughter?

1.......very free
2.......somewhat free
3.......slightly free
4.......not at all free
5.......no opinion

Comments:

Please CIRCLE one number for each question.

8. In your opinion, does this school keep parents well informed about events and activities that are taking place at the school?

   1......very well informed
   2......adequately informed
   3......not very well informed
   4......no opinion

9. How do you generally find out about events and activities that are taking place at the school. (Please circle one item).

   1......newsletter(s) from the school
   2......from your son/daughter
   3......other parents
   4......by contacting the school yourself
   5......other (please describe)

10. Which method of receiving information do you prefer?

11. Are you satisfied with the amount of information the school gives you about your son's or daughter's school work?

   1......very satisfied
   2......somewhat satisfied
   3......somewhat dissatisfied
   4......very dissatisfied
   5......no opinion

   Comments:

The following are possible areas of concern regarding students' bheaviour. People differ in their opinions about whether parents should become involved in these matters or whether they are the school's responsibility only. Please give your preference as to what you would like to see happen if your son or daughter were to do any of the following. CIRCLE one number for each item.

		I want to be telephoned about it on the same day	I would like to hear about it soon, e.g. by letter	I can wait until the report card	There's no need to inform me about it.
12.	arrive late for class	1	2	3	4
13.	skip class	1	2	3	4
14.	be a 'discipline' problem	1	2	3	4
15.	miss handing in assignments	1	2	3	4
16.	do 'below standard' work in class	1	2	3	4
17.	any other areas of concern. (Please specify.)	1	2	3	4

Whose responsibility do you think it is to work with the student involved in these activities in order to 'correct the problem':

		parent's responsibility only	parents should work with the school's staff	school's responsibility only
18.	arrive late for class	1	2	3
19.	skip class	1	2	3
20.	be a 'discipline' problem	1	2	3
21.	miss handing in assignments	1	2	3
22.	do 'below standard' work in class	1	2	3
23.	any other areas of concern (Please specify.)	1	2	3

B. *PARENTS' DESIRE FOR FUTURE INVOLVEMENT IN SCHOOL*

This question is intended to determine whether or not there is an interest on the part of parents to become involved in a daytime volunteer program. If there is sufficient interest, a parent volunteer program will be set up by the school this coming fall.

24. Would you be interested in being involved with the school in any of the following capacities? Please circle one number for each item.

		Yes	No	Undecided
a)	as a volunteer teacher-aide in the classroom..............................	1	2	3
b)	helping out in the library-resource centre.................................	1	2	3
c)	helping out in the office...............	1	2	3
d)	working with students' extra-curricular activities (e.g. clubs, sports, drama, etc.).................................	1	2	3
e)	in some other way (Please specify)......	1	2	3

25. Would your husband or wife be interested in being involved in any of these capacities?

1.......yes
2.......no

If yes, please describe:

26. Would you be interested in the formation of a parents' association or group?

1.......yes
2.......no

If yes, please give any ideas you may have about how such an association or group might be formed and what activities you would like to see it undertake:

Please CIRCLE one number for each question.

27. Would you be interested in meeting with a small group of parents to talk about mutual concerns and help each other solve these?

1.......yes

2.......no

Comments:

C. *ABOUT STUDENTS*

28. Do students at Bayridge have a say or influence on decisions about what happens at the school?

1.......none at all

2.......some

3.......quite a bit

4.......a great deal

5.......no opinion

29. How much influence regarding school matters do you think students should have?

1.......none at all

2.......some

3.......quite a bit

4.......a great deal

5.......no opinion

30. How do you think your son or daughter feels about going to Bayridge Secondary School?

1.......likes it a lot

2.......likes it somewhat

3.......dislikes it somewhat

4.......dislikes it a lot

5.......don't know

31. What has been the biggest adjustment your son or daughter has had to make since the move to the new building?

32. Do you talk with your son or daughter about what goes on at the school?

1.......almost every day
2.......quite often
3.......once in a while
4.......almost never
5.......no opinion

33. How satisfied are you with your son's or daughter's school work, at Bayridge Secondary School, to date?

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied

34. What order of importance should the following educational goals have for high school students? (Put '1' next to the most important, '2' next to the second most important, and '3' next to the third most important.)

Knowledge of academic subjects ( )
Individual development and self-direction ( )
Social skills through interaction with other students ( )

D. *PARENTS' SATISFACTION WITH THE SCHOOL*

How satisfied are you with the way the school is now operating in the following areas? If you would like to comment on any of these topics, please do so in the space provided at the right.

Comments

35. teaching of basic academic subjects (e.g. Math, English, Science)

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

Comments

36. teacher/student relationship

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

37. school discipline

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

38. the kind of student report card now used

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

39. the type and amount of homework given to students

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

40. the available course of studies

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

Comments

41. the extra-curricular activities for students (e.g. sports, dances, clubs, etc.)

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

42. the longer lunch period effect this semester

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

43. the intramural program at noon hour

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

44. the scheduled free period for every student each day

1.......very satisfied
2.......somewhat satisfied
3.......somewhat dissatisfied
4.......very dissatisfied
5.......no opinion

45. What are your impressions of the new building?

46. Overall, the quality of education offered at Bayridge Secondary School is:

1.......excellent
2.......good
3.......mediocre
4.......poor
5.......no opinion

47. My biggest concern about the school is..............(Please describe briefly.)

48. If you had the opportunity to change the school in any way what would you do? (Please describe briefly.)

E. BACKGROUND INFORMATION

49. My sex is: 1.......male
2.......female

50. My age is: 1.......under 35
2.......35-39
3.......40-44
4.......45-49
5.......50-54
6.......55-60
7.......60 or over

51. Please use the space below to write in any additional comments you may have about the school or about this project.

THANK YOU VERY MUCH FOR YOUR TIME AND CO-OPERATION

Appendix D

INTERVIEW SCHEDULE FOR BAYRIDGE STAFF: MARCH 7th, 1975[1]

This interview forcuses on your perceptions of ways in which the move from K.C.V.I. to the new Bayridge school building and the new organizational changes introduced this semester may have influenced various aspects of school life.

Two areas of change that we might consider are the following:

1) changed physical setting (e.g. flexible teaching areas, ongoing construction, new location of school, etc.)

2) organizational changes (e.g. timetabling changes, additional paraprofessional staff, etc.)

We would like to know how, in your personal experience, these two changes have affected the following aspects of school life.

a) Your own classroom teaching

b) Student Behaviour: (i) in the school as a whole (e.g. activities, "spirit," feelings regarding the new building, use of free time, etc.)

(ii) in your own class

c) Committee Structure's workings - (your committee(s) in particular)

d) Staff relations and informal communication between staff/staff and staff/Principal

e) Parent/School Communication

f) Other

---

[1] A similar interview schedule was used for interviews conducted in June, 1975.

a) Teacher's Professional Background

- Academic background
- Teacher training certificate (where?)
- Teaching experience: schools
  types of communities
  subjects
  length of time
  administrative position
- Do you see yourself as an innovative teacher?
- If so, what sorts of things of this type have you done?
- Were these done, i) in your own classroom only?
  ii) on a wider cooperative basis with other teachers, etc.?

b) First Information Re Bayridge

Let's go back to the first time you heard of Bayridge Secondary School (Western Complex)

- When and where did you hear?
- What sorts of things did you hear?

c) Time of Applying for Position at Bayridge

- What attracted you?
- How did you see the school in the following dimensions:
  1) The Bayridge Community - type of families, students, etc.
  2) The building itself; interdisciplinary possibilities
  3) Staffing structure; teaching-learning environment; schol climate, e.g. discipline of students, supervision and evaluation of teachers, etc.
  4) Decision-making process - what sort of input from teachers, students, principal?
  5) Paraprofessionals and parent volunteer. Other types of parent involvement? 'Parent role'?

d) Time of Being Interviewed for Position at Bayridge

- Did any of the above change as a result of your meeting with the hiring committee (principal, area superintendent, etc.)?
- If so, how?

e) First Staff Meeting (May 15th)

- Was there an agenda?
- What were your expectations for this meeting?
- Were any of your previous ideas of the school changed at the meeting?
- The principal's direction of the meeting: should it have been more or less?
- Frontier I was mentioned - do you know what this is? Had you heard of it before? What do you think of it?
- What committees do you see yourself being involved in? Do you see any problems in the workings of these committees?

f) Future Image of School

- Five years from now
- General view
- Community involvement?

Appendix E

THE SHARING OF SCHOOL ACCOMODATIONS - SOME IMPLICATIONS

During its first semester of operation, Bayridge Secondary was housed within an older established inner-city high school. This was an interesting example of the sharing of the same facility by two (or more) separate organizations. Some observations about the experiences of the two schools are recorded here in order to provide information to those who may be considering shared physical accommodation.

From our exchanges with staff members of both schools, it is clear that the experience was seen mainly in negative terms. From the point of view of the "host" school, the newcomers were temporary and uninvited visitors. The decision to house Bayridge at this school had been made by the Board of Education. The host school had recently experienced a declining enrollment pattern and this made it appear that extra space had become available. The school's staff and administration, however, had welcomed the declining enrollment, hoping that the available space could be used to provide a more flexible program. It was felt that a more innovative use of the school's facilities could be made if teachers were able to pursue alternative plans without having to give considerable prior notice. This had, in fact, been happening during the previous two years and the "jamming" of the school with Bayridge students now reduced this flexibility.

The host school had drawn up its timetable for the year somewhat earlier than usual, because of the necessity of identifying the space available to Bayridge. Students had to be asked to indicate course choices at a time which many felt was too early and this became a source of some strain even before the visitors' arrival. Bayridge was given a a list of all vacancies around which they were to design their own timetable. A large semi-open area was designated for Bayridge use, in order to allow the new school to experience some of the open structure which the design for their own school was to incorporate. Bayridge, however, chose to use this space for office-staff room purposes, so that most of the classroom space used by Bayridge was, in fact, theirs for only part of the day.

Members of both schools agreed that Bayridge accommodation was poor. Teaching rooms were spread over four floors, often resulting in teacher or students arriving for class late and out of breath. Most rooms were not designed for the disciplines being taught in them; for example, French was taught in a music room. Bayridge staff commented on the difficulties of teaching in such an environment. They felt very restricted by such "out-of-briefcase" teaching and stated that their programs had been seriously hampered.

The timetable was another source of conflict. Because classrooms were shared, the two schools had to use the same period length. This resulted in a loss of flexibility for both schools. The host school, particularly, felt that their previously common practice of altering period lengths for particular purposes had to be constrained. The host school kept its usual "tumbled" timetable and Bayridge found this somewhat unsuitable. Each school felt that their control over their own timetabling was considerably diminished.

Apart from these technical differences, the members of both schools felt there was a deeper conflict in the form of differences in philosophy. The host school building was a historical one, and the school had acquired a reputation for maintaining tradition and high academic standards. Bayridge was a new school and was seen as highly innovative - and definitely more relaxed in "discipline."

The host school experienced some difficulty in identifying students in common areas such as corridors. Teachers were reluctant to speak to some students about matters of conduct, since they were uncertain as to which of the two schools they belonged. There was a similar problem with vandalism. The administration of the host school felt that vandalism had increased considerably and that student "control" was much weaker than usual. They also commented that the public image of the school had deteriorated because of the behaviour of the Bayridge students in publicly visible parts of the school. The public, they felt, was not aware of the existence of the two schools in the one building, and tended to assign all blame to the host school.

As the semester progressed, the friction between the two schools spread to some degree to students, taking the form of verbal exchanges in corridors or in notes left on desks. Although more restrained, friction was also present between the teaching staff and administration of the two schools.

The Bayridge staff tended to see the hostility of the other school as a central problem facing the school during its first semester. From their point of view, the other school was inhospitable to a degree they could not understand. They felt they were being used as a scapegoat for the other school's problems and commented about "being made to feel like unwelcome intruders" and being subjected to "petty nit-picking" by the other school's staff, administration, and even its custodial staff.

Although some members of the Bayridge staff felt that these conditions during the first semester had made it difficult to establish a school identity, others commented that a stronger community feeling had resulted "in the face of adversity." On the whole, however, the staff felt that there had been very few positive aspects to the sharing situation.

Although this brief report tends to dwell on the negative aspects of the sharing of facilities, it by no means should be seen as an argument against the concept. It does, however, teach us about certain factors which should be considered for such situations. Compatability of ideology would appear to be high on the list of requirements for those who will be doing the sharing. Compatability of the administration would be another important factor. The designation of individuals (e.g., vice-principals) who could deal with problems quicker and immediately would be helpful. All efforts should be made to reduce the degree of physical and temporal constraint which the sharers place on each other.

Bibliography

Bentzen, M., Changing Schools: The Magic Feather Principle, Toronto, McGraw-Hill, 1974.

Charters, W. W., Pellegrin, R., "Barriers to the Innovation Process: Four Case Studies of Differentiated Staffing", Administrative Science Quarterly, Vol. 9, No. 1, 1973: p. 3-14.

Elliott, J., and Adelman, C., "Innovation in Teaching and Action-Research - An Interim Report on the Ford Teaching Project", February, 1974.

Fullan, M., "Overview of the Innovative Process and the User", Interchange, Vol. 3, No. 2/3, 1972, pp. 1-46.

Fullan, M., Eastabrook, G., School Change Project: Interim Report of Findings, Toronto, Ontario Institute for Studies in Education, 1972.

Fullan, M., Pomfret, A., "Research on Curriculum and Instruction Implementation", Review of Educational Research, Vol. 47, No. 2, 1977, pp. 335-397.

Gross, N., Giacquinta, J., and Bernstein, M., Implementing Organizational Innovations: A Sociological Analysis of Planned Educational Change. New York, Basic Books, 1971.

Miles, M. Planning and Implementing New Schools, Center for Policy Research, New York, 1977.

Sarason, S., The Creation of Settings and the Future Societies, San Francisco, Jossey-Bass, 1972.

Sarason, S., The Culture of the School and the Problem of Change, Boston, Allyn and Bacon, 1971.

Sieber, S., Louis, K., Metzger, L., The Use of Educational Knowledge, Volumes 1 & 2, Bureau of Applied Social Research, Columbia University, September, 1972.

Smith, L., Keith, P., Anatomy of Educational Innovation: An Organizational Analysis of an Elementary School, Toronto, Wiley, 1971.

Smith, L., and Geoffrey, W., The Complexities of An Urban Classroom, Toronto, Holt, Rinehart & Winston, 1968.